

**THE DYNAMICS OF ENGLISH INTERACTION IN  
ENGLISH CLASSES OF MAN SALATIGA**



**THESIS**

**In Partial Fulfillment of the Requirements  
for Master Degree in Linguistics**

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2019**

# THE RELATION BETWEEN THE FREQUENCY OF CLASSROOM MEETINGS AND THE DYNAMIC OF ENGLISH INTERACTION

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## Abstract

In teaching-learning process interaction is needed by teachers and students. The students must get opportunities to talk and participate in the class. The purposes of this study are to find out the relation between the frequency of meetings and the dynamic of English interaction in three different classes, to identify the pattern of classroom interaction that they use in the classroom, and to reveal the implementation of classroom interaction pattern in the process of teaching and learning. The design of this study is descriptive qualitative. The data were collected by observing and recording the interaction in three different classes. The data were analyzed based on the guidance to analyze the spoken language in classroom interaction: *initiation, response, and follow-up* (IRF) model. The result of this study shows that there is no relation between the frequency of meetings and the dynamic of English interaction in the class. All of the teachers in three classes are more dominant in the classroom and

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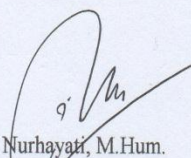
**A THESIS**  
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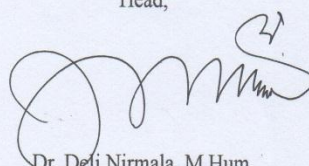
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## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due to acknowledgement is made in the text of the thesis.

Semarang, December 2019

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The writer believes that this study is not perfect. To make it better, the writer accepts some advises recommendations and criticisms. Finally, the writer wishes this study would be useful for all readers.

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Ayu Kurniawati  
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## MOTTO AND DEDICATION

*Do not let your difficulties fill you with anxiety,  
After all it is only in the darkest night that STARS SHINE MORE BRIGHTLY.*

*– Ali ibn Abi Talib*

*I dedicate this work to my parent and all my friends who have been supporting,  
motivating, and loving me unconditionally.*

*Thank you-*



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## **LIST OF ABBREVIATION**

IRF : Initiation – Response – Follow up.

NV : Non-Verbal

Max : Maximal Score

Min : Minimum Score

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## Abstract

In teaching-learning process interaction is needed by teachers and students. The students must get opportunities to talk and participate in the class. The purposes of this study are to investigate the dynamics of English interaction in English classes of *MAN Salatiga*, to identify the pattern of classroom interaction that they use in the classroom, and to investigate the influence of classroom meetings toward the students' achievement. This study applies mixed method which the data were collected by using qualitative and used quantitative procedure in its analysis. The writer used two data sources: primary and secondary data. The primary data were collected by observing and recording the interaction in three classes and the secondary data were collected by using the teacher's document. The primary data were analyzed based on the guidance to analyze the spoken language in classroom interaction: *initiation, response, and follow-up* (IRF) model and the secondary data were used to investigate the students' achievement. The result of this study shows that the teachers interact with the students by giving question, direction, and explanation, while the students interact with the teacher by answering the teacher's question. All teachers in three classes are more dominant in the classroom and most of interactions are initiated by the teacher. There are twelve patterns used by the teacher and students in class A, eight patterns used by the teacher and students in class B and eleven patterns used by the teacher and students in class C. Teaching materials, methods, teachers, student's confidence, student anxiety and student motivation are some factors which may influence the dynamics of English interaction. The scores of students in class C are higher than the scores of students in other classes. It means that the classroom interaction influence the students' achievement in English classroom.

**Key word:** *classroom interaction, interaction pattern*

## Intisari

Dalam proses belajar mengajar, interaksi dibutuhkan oleh guru dan siswa. Para siswa harus mendapatkan kesempatan untuk berbicara dan berpartisipasi di dalam kelas. Tujuan dari penelitian ini adalah untuk melihat dinamika interaksi berbahasa Inggris dalam pembelajaran bahasa Inggris di *MAN Salatiga*, , mengidentifikasi pola interaksi yang mereka gunakan di dalam kelas, dan melihat pengaruh jumlah pertemuan terhadap pencapaian siswa. Penelitian ini menerapkan *mixed method* yang mana data diperoleh secara *qualitative* dan menggunakan prosedur kualitatif dalam penganalisisannya. Penulis menggunakan dua sumber data yaitu data primer dan data sekunder. Data primer diambil melalui observasi dan rekaman interaksi di tiga kelas dan data sekunder digunakan untuk melihat pencapaian siswa. Data primer dianalisis berdasarkan pedoman dalam menganalisis bahasa lisan dalam interaksi di kelas: *initiation*, *response*, dan *follow-up* atau model (IRF) dan data sekunder digunakan untuk melihat pencapaian siswa. Hasil dari penelitian menunjukkan guru berinteraksi dengan memberikan pertanyaan, perintah, dan penjelasan kepada siswa, sementara siswa berinteraksi dengan menjawab pertanyaan guru. Semua guru di tiga kelas lebih dominan di dalam kelas dan hampir semua interaksi diinisiasi oleh guru. Dua belas pola interaksi digunakan guru dan siswa di kelas A, delapan pola interaksi digunakan guru dan siswa di kelas B, dan sebelas pola interaksi digunakan guru dan siswa di kelas C. Materi pengajaran, metode, guru, kepercayaan diri siswa, kecemasan siswa, dan motivasi adalah beberapa faktor yang memungkinkan mempengaruhi perbedaan-perbedaan pola yang dihasilkan di dalam kelas. Nilai siswa-siswa di kelas C paling tinggi dibandingkan dengan nilai-nilai siswa di kelas yang lain. Itu berarti bahwa interaksi di dalam kelas mempengaruhi pencapaian siswa dalam pembelajaran bahasa Inggris.

**Kata kunci:** *Interaksi kelas, pola interaksi*

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Teaching English as a second language is not easy to do for a teacher who has heterogeneous students in the classroom. Students in the second language classroom have different learning experiences and motivations. As a result, their interest and their activity in the classroom have some variations. To make students active in classroom activities, the teacher needs to take some roles. The teacher can act as a controller, resource, facilitator, participant, organizer, tutor, prompter, observer and assessor (Harmer, 2007: 58). What the teacher plays in the class will affect the students' activity.

Interaction is needed by the teacher and students in the class. Using interaction, the teacher can help his students to practice their speaking skills, use their English knowledge and improve both speaking and listening skill. Interaction makes the situation in the class can be more active and interactive. According to Brown (2000:165) interaction is the fundamental unit of communication. It means that interaction is important to do. When the teacher and students interact, the students will receive input. It can help them to produce a language as their output which is required by them as second language learners. In language teaching and learning, interaction became an essential part which must be done by the teacher and students.



All teachers in English classroom must be aware of the importance of interaction. The proportion of teacher talk and student talk must be balanced or students have to be more active even though it is controlled by their teacher. Most of teachers in the classroom are more active and dominant to speak while students are less active. They tend to be listeners. Students are lack opportunities to use their English knowledge and practice their speaking skills in the classroom. English is only used as a learning material but not used as a communication means in the classroom. Students tend to be passive learners and like listening to the teacher's explanation.

Students who have high motivation in English and good knowledge or proficiency will be active and interactive in the classroom. Students who have intensive meetings will get more inputs in English. As a result, their output and their proficiency are different from the other students who have only one meeting. The students' proficiency are more likely to participate. Nevertheless, the relation between proficiency and the students' participation is difficult to predict. Ellis (1994: 93) stated that the relation studies between the students' participation and proficiency are difficult to interpret. There is no way to tell whether student's participation causes learning in the classroom, or student's proficiency causes the student to participate in the classroom. The more proficient students are, the more they get to participate.

In the 2013 curriculum the students who have an interest in English or the other languages can choose the language class program since tenth grade. While, the students from the other classes (Natural science program and Social science

program) who have an interest in English, they can choose English as the cross interest program. They will get additional English lessons (English literature) for three years. The materials between general English and English literature are different. In English literature, the students will learn English more deeply. Cross interest is the program provided in the 2013 curriculum which gives the opportunity for the students to develop their knowledge, competence, skill, and attitude based on the students' interest and ability.

*MAN Salatiga* is the Islamic public school in Salatiga that runs the 2013 curriculum. Although it is very difficult to apply in the class, the teacher tries to apply the guidelines in the 2013 curriculum which focuses on the students and applies student-centered approach. The teacher becomes the facilitator and the role model for the students. Based on the 2013 curriculum, the students are grouped no longer based on the grade, but they are grouped based on the interest. *MAN Salatiga* offers four classes with a specialization in natural science program, social science program, language program, and religion program. *MAN Salatiga* also offers several cross interest classes such as English literature, accounting, and biology.

Students in language program have three meetings for English lesson every week; one meeting for English literature and two meetings for general English. Students in social science program have two meetings for English lesson every week. Both general English and English literature have one meeting every week. There are no students who choose English as a cross interest in natural science program and religion program, so they only get one meeting for English lessons

every week. Although language program and social science program have two different English lessons, the teacher who teaches them is similar. While the teacher who teaches students in natural science program is different from the teacher who teaches language program and social science program.

This study will deal with the classroom interaction in three different classes. To explore the classroom interaction, the writer will use *IRF* model proposed by Sinclair and Coulthard (1975). It is also done to see the dynamics of English interaction in English classes and to investigate the influence of the classroom interaction toward the students' achievement.

## **1.2 Research Problem**

Students who have more meetings every week will get more input in English learning. As result, their output will different from the other students who have only one meeting every week. Therefore, the problems of this study are:

1. What is the dynamics of English interaction in language and non-language classes?
2. Are there any difference patterns of interaction between language and non-language classes?
3. What is the relationship between classroom interaction and the students' achievement?

## **1.3 Objectives of the Study**

Based on the research problems above, the objectives of this study are:

1. To investigate the dynamics of English interaction in language and non-language classes.

2. To identify the difference patterns of interaction in language and non-language classes.
3. To find out the relationship between classroom interaction and the students' achievement.

#### **1.4 Scope of the Study**

The scope of this study focuses on the classroom interaction occurred in three different classes (language, social, and natural science program) which have a different number of meetings every week. In this study, the writer does not observe the teacher and students in religion program. It deals with observing and finding out the pattern of classroom interaction used by teachers and students in teaching learning process. The pattern of classroom interaction will be analyzed using *IRF* model proposed by Sinclair and Coulthard (1975). This study only focuses on the exchange model which is the basic unit in the interaction. The type of interaction analyzed in this study is only verbal interaction. To find out the relation between classroom interaction and students' achievement, the writer uses the students' score resulted from the final test.

#### **1.5 Significance of the Study**

Theoretically, the finding of this research can be used to enrich the theory related to the classroom interaction, *IRF* model, and language teaching. Practically, the result of this research can give additional insight to researchers who are interested in classroom interaction analysis. For teachers, it can give the understanding to develop the communicative activities in the teaching learning process. It may also make teachers more aware of the importance of interaction

using English in the classroom. Teachers can improve the quality of teaching by applying effective patterns in classroom interaction.

## **1.6 Thesis Organization**

This study consists of five chapters. To facilitate the reader in understanding the study, the writer will describe the part of this study below.

Chapter one contains an introduction that covers the background of the study, research problems, objectives of the study, the scope of the study, the significance of the study, and thesis organization.

Chapter two presents reviews of the related literature. It serves the theories used in the development of the study. All of them are fundamental references in conducting and analyzing the study. It includes some previous studies, theories of classroom interaction, teaching approach, and communicative language teaching.

Chapter three discusses the method of research used by the writer. It provides the research design, research data, method of collecting data, and data analyzing method.

Chapter four presents the research finding and discussion. It discusses the dynamics of English interaction in three classes. The writer also identifies patterns used by the teacher and students in three classes and the relationship between classroom interaction and the students' achievement.

Chapter five is a conclusion that concludes the finding and discussion explained in chapter IV. It also provides a suggestion for the practitioner in language teaching.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of two subchapters. In the first subchapter, the writer will discuss the previous studies about classroom interaction and its pattern. In the second subchapter, the writer will explain the theoretical framework related to the topic of the study such as classroom interaction theory, the pattern of classroom interaction using Sinclair and Coulthard (1975) model, second language learning hypotheses, the theory of teaching approach and the communicative language teaching.

#### **2.1 Previous Study**

There are ten studies related to classroom interaction. These studies are divided into three groups. The first group includes the studies of classroom interaction using the FLINT system proposed by Moskivitz (1971). It was conducted by Nisa (2014) and Winarti (2017). They analyzed the categories of teacher-student talk, and the types of classroom interaction. Nisa (2014) conducted her study in EFL speaking class in the university and she found that both of the teacher and students used all categories of talk as mentioned in the FLINT system and classroom interaction types proposed by Malamah-Thomas (1987). Giving information was the type mostly used by the teacher and student-specific response was the type mostly used by the students. Nisa (2014) suggested in teaching English the teacher needs to use the categories of “encourages and praises” to improve the students’ confidence to speak English. The teacher also

needs to give more questions to her students to promote the students' communicative skills and to stimulate the students to use their English in the classroom.

In the international class program (ICP) at a non-English department program in the university, Winarti (2017) found several categories of teacher and students talk used in the classroom. The category that mostly occurred in the international class program was asking a question. The teacher used this type of talk to review the material that they discussed. While the types of students talk that occurred in ICP were students' specific responses and students' open-ended responses. In her study, Winarti (2017) did not describe how the interaction occurred in the classroom. She only showed the percentage in every category of talk used by the teacher and students.

The second group includes the studies of classroom interaction using Flander's theory. It was conducted by Putri (2015), Sari (2015), and Setianingrum and Saleh (2016). Putri (2015) identified the types of teacher talk and the characteristic of classroom interaction in EFL class. She found that asking questions and lecturing were the types of teacher talk mostly appeared in EFL. It meant that the categorized of classroom interaction occurred in the classroom was content cross. The result of her study was consistent with the students' perception. Students in EFL mostly agreed that the teacher gave more questions in the classroom. The teacher gave some questions to introduce the new topic and share information, encourage his students to active and participate in the classroom, and attract the student's attention.

Another study comes from Sari (2015) who investigated the type of teacher and students talk, the pattern of classroom interaction, and factors affecting the interaction in teaching-learning process. She found that the teacher and students almost used all categories of talk mentioned in Flander's theory. The types of teachers' talk that the teacher used were praising and encouraging, repeating the students' response, asking questions, giving information, and giving direction. While the types of students' talk used by the students were students' talk response (specific and choral). The pattern of Interaction occurred in two classes were group work pattern, closed-ended teacher questioning (*IRF*), individual work, collaboration, choral response, group work, and closed-ended teacher questioning or *IRF*. She also found some factors affected the interaction in the classrooms such as student lack confidence, students feel inferior, students lack motivation, students lack vocabulary, the teacher style in teaching, the material, and the classroom environment. To analyze the classroom interaction pattern, Sari (2015) did not apply the Flander's theory. There are some patterns according to the categories in Flander's theory: teacher's support, content cross, teacher's control, and student participation (Marta, 2016:28).

Setianingrum and Saleh (2016) identified the pattern of classroom interaction in higher education. Student talk-response was the most categories that occurred in the classroom and four basic patterns were found in the classroom: teacher-student (T-S), teacher-student-teacher (T-S-T), teacher-student-student (T-S-S), and student-teacher (S-T). The patterns of T-S and S-T were defined as a one-way communication in which the teacher initiated the interaction, and the



student responded to the teacher's initiation. There was no feedback given by the teacher. T-S-T and T-S-S pattern were defined as two ways of communication which provided feedback in the interaction. The categories of teacher talk used by the teacher were lecturing, giving direction, asking question, and criticizing or justifying authority. In their study, Setianingrum and Saleh (2016) did not explain how the interaction occurred in the classroom.

The third theory was proposed by Sinclair and Coulthard (1975). In the classroom interaction, it is described as the IRF model. Some studies were conducted by Inan (2012), Abrar (2013), Mukti (2017), Ginting (2017) and Masjedi and Tabatabaei (2018). Inan (2012) compared the classroom interaction pattern between native teacher and non-native teacher in EFL classroom. The result showed that both of them used a similar pattern in the classroom, which was *IRE* pattern. Both teachers initiated the interaction by giving question related to the text. The difference between native and non-native EFL teachers in how to teach was the native speaker teachers were more tolerant and they ignored the students' error especially in grammatical mistakes because they focused on the students' pronunciation, while the non-native EFL teachers always corrected the students' error. In his study, Inan (2012) did not explore more deeply about the pattern of classroom interaction. He only used the basic pattern (*IRE*) to identify the pattern used by the teachers.

Abrar (2013) in his study compared the classroom interaction patterns occurred in two classes in Senior high school. He found that between class A and B used different patterns. *IF* and *IRF* pattern were the dominant patterns used by

the teacher and students in class A. *IF* and *IR* pattern were the dominant patterns used by the teacher and students in class B. Mukti (2017) also compared the pattern of classroom interaction but he conducted his study in different senior high school. He found that the dominant pattern in two different schools was similar. Both of them used the *IRF* pattern. In his study, Mukti (2017) analyzed all of structures proposed by Sinclair and Coulthard (1975). From three studies above, it can be concluded that all of the teachers were dominant in English classrooms. Both Abrar (2012) and Mukti (2017) did not mention the suitable pattern applied in the classroom based on the topic that teachers and students discussed.

Furthermore, Ginting (2017) and Masjedi (2018) analyzed the types of move used by the teacher and students. Ginting (2017) analyzed the importance of opening moves in classroom interaction. She found that the types of elicitation and bound in the opening move used by teacher and students were re-initiation (I), re-initiation (II), teacher's inform, teacher's direct, check, repeat, and listing. An elicitation move was the dominant type mostly used by the teacher. It was used by the teacher to make students more participate in teaching-learning process. By giving some questions, students would be motivated to interact in the classroom. Ginting (2017) suggested that the teacher needed to use the variety of opening moves and needed to know the function of the opening move.

Masjedi and Tabatabaei (2018) compared the types of move between the experienced teacher and the novice teacher. They found that the experienced teacher in the classroom used, focusing move, framing move, opening move, and follow-up move more than the novice teacher but novice teacher used responding

move more than the experienced teacher. The experienced teacher was more patience to respond and he gave more changes to his students to participate and active in the classroom. In the initiation and feedback phase, the performance of the experienced teacher was better than the novice teacher.

Similar to the third group above, in this study, the writer will use *IRF* model proposed by Sinclair and Coulthard (1975) to identify the patterns of classroom interaction that the teacher and students use in the classroom. The difference of this study is the writer will show the influence of classroom meetings toward the students' achievement. This study is conducted in three different classes which have different meetings per week.

## **2.2 Theoretical Framework**

There are several theories related to this study. They are the theory of classroom interaction, the pattern of classroom interaction proposed by Sinclair and Coulthard (1975), some hypotheses in SLL, theory of teaching approach and communicative language teaching.

### **2.2.1 Classroom Interaction**

Interaction is the collaborative exchange between feelings, thought, or ideas between some people which influence and reciprocity on each other (Brown, 2001: 165). People use language and do interaction to communicate, negotiate the meaning or simply stated to get an idea from one person to another and vice versa. Interaction occurs everywhere and anytime including in the classroom. It can be seen when students and the teacher discuss the material in the classroom.

According to Brown (2001: 165), interaction is a central part of communication. The best way to learn interaction is through interaction itself. In the classroom, students learn how to communicate, increase their language store and improve their language skills. The interaction can be an important thing for the teacher to support the effectiveness of teaching and learning language. River in Brown (2000:165) states the important role of interaction:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving task, or dialogue journal. In interaction, students can use all their process of language-all they have learned or casually absorbed – in real-life exchanges. ... Even at an elementary stage, they learn in this way to exploit the elasticity of language. (River, 1987: 4-5)

Interaction can help students in acquiring and learning a target language. Students can also learn how to practice and use their language in real communication. The teacher must be aware of the importance of interaction for the students. The interaction is not only conducted between the teacher and students but it is also conducted between student and student. By interaction, the teacher and students can share the ideas needed in teaching-learning process.

According to Tsui (2001: 120) classroom interaction refers to the interaction between teacher and students, and among the students in the classroom. Teacher's talk and student's talk are the fundamentals component to support the classroom interaction. Teacher's talk can be an important thing in second language classrooms. The students can learn many languages from the teacher's talk such as the teacher's instruction, the teacher's discussion, the jokes, and the teacher's comments. Although the teacher's talk is important but the teacher needs to

manage his time to talk and give a chance for students to talk. It can make the situation in the class to be more interactive and students will be active learners.

There are four basic types of classroom interactions that are differentiated based on the teacher's activity in the classroom. The first type occurs when the teacher controls neither the topic nor the activity in the classroom. The second type takes place when the teacher in the classroom only controls the topic. In this type, the teacher does not control the students' activity. The third type takes place when the teacher controls the topics and the students' activities, and the fourth type takes place when the teacher only controls the students' activities (Ellis, 2012:96). Some of the teachers in second language classroom apply the third types of classroom interaction. Cazden (1986) in Walsh (2006: 6) stated that some of the features in second language classrooms include: the teacher controls the topics, who may participate in the classroom and when the student will participate. The teacher talks more and the student takes the cues from the teacher when he communicates. The relationship role between the teacher and students in the classroom is unequal, and the teacher is responsible for managing the interaction in the class.

### **2.2.2 Patterns of Classroom Interaction**

Every interaction between teacher and student has different functions and forms, and they influence each other. The sequence of interaction in the classroom usually occurs in a question-answer form between teacher and students and it can be inferred that the interaction in the classroom has structure. McCharty (1991:14) illustrated the interaction in the class normally: (1) teacher asks something, (2)

students answer the teacher's question, and (3) teacher gives comments. One unit of interaction consists of ask, answer, and comment. The pattern is 1-2-3 or TPT and then repeated.

Sinclair and Coulthard (1975) described the unit of a question, an answer, and comment as an *exchange* and three parts of its exchange called *move* (McCharty, 1991:15). Besides, Sinclair and Coulthard (1975:3) stated that characteristics of exchange in the classroom consist of *initiation* by the teacher (*initiation moves*), followed by a *response* from the students (*response moves*), and followed by *feedback* from the teacher to the students (*follow-up moves*). Initiation usually is marked by teacher questions or teacher information. Response relates to the students' answer and follow-up refers to the teacher's comment or feedback. According to Cook (2001:156-157) initiation is a teacher's initiative by giving questions to the students. The response is the students' answer required by the teacher's question, and follow up is the teacher's announcement whether students are giving a true or false answer. Initiation-Response-feedback (IRF) model provides guides to analyze the spoken language in classroom interaction.

The exchange is the basic unit of interaction because in exchange it consists minimally of contribution by two participants. Every exchange occurs in classroom interaction has some functions. Sinclair and Coulthard (1975) divided the exchange into eleven subcategories with the specific function and structure or pattern. Six exchanges are categorized as free exchange and five exchanges are categorized as a bound exchange. Free exchange has several functions to give information, direction, elicitation, and check the students' understanding. They are

distinguished by the form of the initiation move such as informative, directive, elicitation, and check respectively. Meanwhile, the bound exchange has a function which simply serves to reiterate the preceding initiation move (Coulthard, 1992: 25). The subcategories, the subclasses, the function, and the structure of exchange are summarized in the following table:

Table 2.1: The subcategories, subclasses, function, and pattern of Exchange

Subcategories	Subclasses	Function	Structure
Free Exchange	Teacher Elicit	To get a student's verbal response	IRF
	Teacher Direct	To direct a student to do something	IR(F)
	Teacher Inform	To convey information to the student	I(R)
	Pupil Elicit	To get a teacher's verbal response	IR
	Pupil Inform	To convey information to the teacher	IF
	Check	To find out how far a pupil understands	IR(F)
Bound Exchange	Re-initiation I	To introduce a correct response to a previously unanswered elicitation	IRI <sup>b</sup> RF
	Re-initiation II	To introduce response to a previously unanswered elicitation	IRF(I <sup>b</sup> )RF
	Listing	To withhold evaluation until two or more response are received to elicitation	IRF(I <sup>b</sup> )RF(I <sup>b</sup> )RF
	Reinforce	To introduce a correct response to a previously issued directive	IRI <sup>b</sup> R
	Repeat	To introduce a repetition	IRI <sup>b</sup> RF

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	of a response
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Adopted from Raine (2010)

The table above shows the eleven patterns or subcategories of exchange with the specific functions and specific structures. Six of them are free exchanges and five of them are bound exchanges. Coulthard (2002: 26-31) explains the detail exchanges and the patterns below.

### 1. IRF (Teacher Elicit)

This pattern occurs when the teacher needs a verbal response from the students. Giving question is usually used by the teacher to initiate the interaction.. In this pattern, feedback is an essential element in the interaction. The teacher must give feedback to comment or evaluate the student's answer because when the student answers the teacher's question, he wants to know if the answer is true or false. *IRF* pattern is the pattern often used by most teachers.

### 2. IR(F) (Teacher Direct)

The teacher uses this pattern to get a non-verbal response from his students. The teacher usually initiates the interaction by giving a direction or instruction. Feedback is not an important thing in *IR(F)* pattern even though it often happens and given by the teacher. The teacher can choose whether he will give feedback or not.

### 3. I(R) (Teacher Inform)

The teacher uses this pattern to give new information, facts, ideas, and opinion to his students. When the teacher gives new information in the class, sometimes the students do not give a response because they tend to listen to the



teacher's explanation. So, in this pattern, the response can be an optional thing and there is no feedback from the teacher.

#### 4. IR (Pupil Elicit)

Students in many classes tend to be passive in the classroom and they rarely give a question to the teacher. As a result, this pattern is rarely found in the classroom. There is no feedback given by the student to the response given by the teacher because it is impossible if the student must comment or evaluate the teacher's response. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
Mrs. H	Yes,	-
Are the number for	They're – that's the	
le – for the letters?	order, one, two, three	
	four	

Taken from Coulthard (2002:27)

In the example above, giving a question is used by the student to start the interaction and the teacher gives an explanation to respond the student's question. It occurs when the student feels that he needs more information from the teacher. The teacher can apply this pattern to stimulate the students to talk in the classroom. In other situations, the student usually uses this pattern in the order form like "can I go to the library?".

#### 5. IF (People Inform)

This pattern occurs when students give information related to the topic that they discuss in class. There is no response given by the teacher. The teacher only gives them a comment or an evaluation as feedback. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
Miss. P, there're some – there's a letter's missing from that up and down one.	-	Oh, yes. You're right. It is. I can't remember what it Is.

Taken from Coulthard (2002:28)

In the example above, the student opens the interaction by giving information to the teacher. This pattern can make the student tries to communicate with the teacher. To support this pattern applied in the classroom, the teacher must give some elicitations to his students. To respond to the information from the student, the teacher can give a comment which shows that he accepts the student's information.

#### 6. IR(F) (Check)

The teacher uses this pattern to check the students' understanding. The teacher needs to discover how well the students receive the materials. In this case, the pattern is similar to the pattern of teacher direct, but they have different initiation forms in the interaction. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
Finished Joan?	NV	Good girl
And Miri?	Yes	Good
Finished?	Yes	-

Taken from Coulthard (2002:28)

In *IR(F)*, the teacher usually opens the interaction by giving a simple question. The example above shows that the teacher uses this pattern to check the students' work. The teacher can choose whether he will give feedback or not. If he does not give feedback, it will not interfere with the interaction process.

### 7. IRI<sup>b</sup>RF (Re-Initiation I)

This pattern is found when the students do not respond the teacher's initiation. The teacher will repeat his question or rephrase his question by giving a prompt, clue, or nomination until he gets an answer from the students. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
What is "comprehend"?	Ø	-
Nicola?	Ø	-
In fact if you get this word you'll comprehend.	Find out	Yes, find out

Taken from Coulthard (2002:29)

The example above shows that the teacher gets no response from his student. In the second opening, the teacher tries to give an initiation by calling the student's name but he still gets no response from the student. By rephrasing the question, the student can answer the teacher's question. Feedback will be given by the teacher if the student can answer the question.

### 8. IRF(I<sup>b</sup>)RF ( Re-Initiation II)

This pattern occurs when the teacher derives an incomplete or incorrect answer from the student. The teacher might say "yes" or "no" to show that the student answers correctly or not. In another situation, the teacher will repeat the student's answer which indicates that the student answers incompletely. Bound initiation in this pattern is not essential, but sometimes it will occur by realizing of prompt, clue, or nomination. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
This I think is a super one, Isobel. Can you	Does it mean there's been an accident	No

Think what it means?	further down the road?	
-	Does it mean a double bend ahead?	No
Look at the car	Slippery roads?	Yes. It means be careful because the road's very slippery.

Taken from Coulthard (2002:29)

In the example above, it can be seen that the teacher opens the interaction by giving a question. Because the student gives some incorrect answers, the teacher gives the second initiation (bound initiation) by giving a clue that can help the student to get a correct answer.

#### 9. IRF(I<sup>b</sup>)RF(I<sup>b</sup>)RF (Listing)

It occurs when the teacher initiates the interaction to get two or three answers from students. Bound initiation can be an optional thing and feedback given by the teacher can be a signal that the teacher accepts the student's answer.

For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
What's the name of each one of those?	Paper clip	Paper clip
-	Nail	Nail
-	Nut and bolt	Nut and bolt

Taken from Coulthard (2002:30)

In this situation, the teacher can choose whether he will repeat his question or not. In the example above, the teacher only gives one question in the interaction. Bound initiation is not given by the teacher in the interaction. The

teacher will get some answers from students without repeating his question. Feedback is given by the teacher directly by repeating the student's answer. it means that the teacher accepts the student's answer.

#### 10. IRI<sup>b</sup>R (Reinforce)

This pattern occurs when the teacher directs the students to do something but the students are very slow or reluctant and misunderstood the teacher's direct.

Bound initiation is realized by nomination, prompt, or clue. For example:

<i>Opening</i>	<i>Answering</i>	<i>Follow-up</i>
I want you to take your pen and I want you to rub it as hard as you can on something woolen.	ACTIVITY	
Not in your hair, on your jumper.	ACTIVITY	-

Taken from Coulthard (2002:30)

The example above shows that the teacher repeats his direction by rephrasing his direction because the student misunderstands the teacher's direction. Although there is no feedback given by the teacher but in the second answer, the student does what the teacher wants.

#### 11. IRI<sup>b</sup>RF (Repeat)

This pattern is usually used by the teacher to ask the student to repeat his answer or response when the teacher cannot hear or misses the student's answer. In this pattern, bound initiation is an important thing because without bound initiation the teacher cannot ask the student to repeat his answer. The teacher usually uses a simple word as a signal that the student needs to repeat his answer like "pardon" or "what".

### 2.2.3 Hypotheses in Second Language Learning

The second language is defined as a language learned by a student or group of people after the first language. It includes both foreign language and languages other than the mother tongue that they use regularly in one's society (Smith, 1994:7). There are some hypotheses related to second language learning. These theories are the input hypothesis proposed by Krashen (1982), the interaction hypothesis proposed by Long (1981) and the output hypothesis proposed by Swain (1985). All three theories are related and greatly affect the success of second language learning.

In language learning, input plays an important role because we cannot learn a language without input. According to Ellis (2008) input is defined as a language that students hear or receive so they can learn from it. The language produced by the teacher in the class can be input for the students and affects the language produced by the students. The input hypothesis proposed by Krashen (1982) claims that the important condition for the students is the availability of input which is comprehensible to the students. By understanding the messages or receive the comprehensible input, the students will acquire a language. The comprehensible input is started from the current level of the students or  $i$  to the next level that should be slightly beyond from what the students have already known or  $i+1$  (Rosamond and Myles, 2004:165).

Some important elements that determine success in second language learning are the teaching method given by the teacher, the language that the students hear, and the learning environment of the students. One of the goals of

language teaching is to give an optimal model of language for the students (Cook, 2008:162). As a result, the students may receive the best input in learning second language process. Ellis (2012, 118) stated that the teacher's talk is one of the sources of input that is provided in the classroom. Through the teacher's talk, students can access their comprehensible input.

When the students have enough exposure to comprehensible input, they will try to produce and practice a language naturally. This condition is required by the students as the second language learner. Students' talk can be referred to as an output. The students should not only improve their input but also improve their output. The teacher can help the students to improve the students' output through "forcing" them to produce a second language. According to Swain (1985) output is required because it will force the students to develop their linguistic resources and their language use. The students' output is not only about the form of the utterance but it also about the function and the suitability of the language used in practice (Walsh, 2006: 26).

To find out how much students get input and generate output, the teacher can observe it by the interaction. According to Long (1996), proposed interaction hypothesis, interaction facilitates the students to receive input and produce output. Through interaction, the students will have more opportunities to practice the second language and they can modify their talk to improve their understanding. When the students interact with each other, they need to negotiate the meaning, ask the clarification, and confirm the comprehension. Negotiation of meaning enables students to provide comprehensible input, the students can contribute

themselves to give and get feedback. The students can also modify and develop their utterances to make it understandable. In other words, negotiation of meaning can facilitate the students to receive new vocabularies as input and encourage them to contribute to the classroom and use the target language in communication (Walsh, 2006:22). That is why interaction is needed in the classroom, especially in second language learning.

#### **2.2.4 Teaching Approach**

In the theory of learning, there are two approaches that can be applied in the classroom: teacher-centered and student-centered. Teacher-centered occurs when the teaching and learning process focus on the teacher. It represents how the teachers teach. The teacher has an influential part in the class because he gives all information needed by students. In this situation, students tend to be passive learners because the teacher is more dominant. Duckworth (2009) stated that teacher-centered approach avoids the students' educational growth. The style of instruction in teacher-centered is formal. The teacher directs how, what, and when the students learn.

Furthermore, student-centered occurs when the teaching and learning proses focus on the students. It represents how the students learn. In student-centered approach, the students will be more active in the classroom. The students are learning by doing and they involve themselves in the learning process. Dupin-Bryant (2004:42) states that the instruction styles in student-centered are collaborative, responsive, and problem-centered. Both the teacher and students decide how, what, and when the students learn. The teacher can be a facilitator



and guide the students to learn because students cannot build their understanding and construct their skills by their selves. The teacher can help the students to achieve their goals even though the students tend to be active. Without the teacher's guidance, students cannot achieve the outcome.

However, applying the student-centered in the classroom may be difficult because of the behavior problems. Mart (2013:438) states that the passionate teacher knows his role in the classroom. The teacher must encourage his students to be active learner and concern himself with promoting the students' intellectual and moral development. The teacher needs to improve the students' motivation because it can develop the students' autonomy and encourage students to make responsible choices. Although it is difficult to do but the teacher must try to apply student-centered in the classroom.

#### **2.2.5 Communicative Language Teaching**

Communicative language teaching (CLT) is an approach that provided interaction as the main purpose of the study in language learning. The main concept of CLT is the involvement of students in the real communication to admit them to improve their communicative competence. In language teaching, the term of communicative refers to the process and the goals in teaching and learning, while competence is defined as the ability of students to express, interpret, and negotiate the meaning (Savignon, 2005: 635). It can be concluded that communicative competence is the capability of students to use a language in communication based on the purpose, the situation, the participant, and the role.

Richard (2006: 2) defined CLT as a set of principles about how the learners learn a language, what is the purpose of language teaching, what is the appropriate activities and best facilities in the classroom, and what is the role of teacher and students in the classroom. Some communicative activities that can be used in the classroom are information-gap activity, jigsaw activity, task-completion activities (puzzle and games), pair and group work, and role play. These activities make the students using their language to overcome a gap or solve a problem. The students have an opportunity to talk in language learning process as much as possible. These activities also provide a social interaction that makes students to notice the situation and the role of the other students' participation and to attend in some communication both in-formal and non-formal language.

In communicative language teaching, the students have dual roles in the classroom. They can be listeners and speakers. When the teacher applies this method, the students must try to express what they listen (Cook, 2008:162). As a result, the teacher can encourage his students to talk and interact in English. In the learning process, the students had to participate cooperatively rather than individually. They must be comfortable listening to their friends than counting on the teacher for a model because the teacher is only as a facilitator and monitor (Richard, 2006:5). The teacher can help them to correct their pronunciation to make the other students get good input even though it comes from the student.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides all aspects related to the research method applied in this research. It includes research design, research data, method of collecting data, and data analysis.

#### **3.1 Research Design**

The design of this study is a descriptive study which implemented qualitative and quantitative. According to Cresswell (2009:22) the integration of qualitative and quantitative can occur at the process of research, the data collection, the data analysis, the interpretation process, or the combination of place. In this study, the writer used mixed method to collect, analyze, and interpret the data. In data analyzing, it involves transforming qualitative codes into quantitative numbers and comparing the finding with quantitative results.

#### **3.2 Research Data**

This study was carried out in MAN Salatiga in the academic year of 2018/2019. The subject of this research consisted of two teachers and the eleven grade students from three different classes in three different departments. They were natural science program which had 31 students, social science program which had 34 students, and language program which had 36 students. Every class in three different classes had a different number of meetings per week. Students in natural science program had one meeting every week while students in the social science program had two meetings every week and students in language

program had three meetings. The topic discussed in natural science program was a passive voice and the topic discussed in social science and language program was analytical exposition. The teacher in social class was similar to the teacher in the language class, but the skill given by the teacher was different. The teacher taught writing skills for social class and speaking skill for a language class. Every meeting ran for about 90 minutes.

In this study, the writer used two data sources: primary and secondary data. The sources of the primary data in this study were the interaction between teacher-student(s) and student-teacher. The secondary data in this study used document. The document chosen in this study was the students' score on the final test which was conducted by the teacher. The scores that the writer used were the original score on the final test resulted in first semester in the academic year of 2018/2019.

### **3.3 Method of Collecting Data**

To collect primary data, the writer used two main techniques: observation and video recording. The observation was carried out to see the activity conducted by teachers and students in three classes. The writer also used taking notes during the observation. The video recording was used to record the interaction and capture the detail information occurred in the classroom both verbal and non-verbal. After taking the video recording, the writer transcribed the recording to show how the teacher and students interacted in classrooms.

Furthermore, secondary data was used by the writer to find out the students' achievement in English learning. The writer used a document from the teachers to see students' score on the final test in first semester. Test and assessment are

conducted by the teacher and every student was given fifty multiple choice questions. From the students' score, it will be concluded whether the different meetings influence the students' achievement.

### **3.4 Method of Analyzing Data**

To analyze the data, the writer used qualitative and quantitative way. There are some steps used by the writer. Those steps included transcribing the data, coding the data, describing, interpreting, and reporting the finding of the research. The basic data of this research obtained from the video recording and observation.

The first step of the analysis was transcribing the video recording. It was supported by the data from the observation. By transcribing, the writer identified the teacher's talk and students' talk. The writer classified the result of video recording transcription and observation by labeling the participant in the classroom: T for the teacher, S for the student and SS for students.

The second step was coding the data. The writer started by calculating the amount of talk between the teacher and students in every class and identified how the teachers and students interacted with each other. To find the pattern of classroom interaction, the writer identified every utterance based on the function (initiation, response, and feedback) and then analyzed it using *IRF* model proposed by Sinclair and Couthard (1975). The writer used the numerical calculation to see the dominant pattern used in every class.

To find out the relationship between classroom interaction and the students' achievement, the writer used the students' score. The writer classified the students' score based on the group. The last step was describing and interpreting

data. The writer made a detail explanation by giving some examples which were supported by the data taken from the transcript. The writer also interpreted the result of students test to find out the relationship between classroom interaction and the students' achievement.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is provided to present the finding of the observation and discuss how the data answer the research problems. The researcher will investigate the dynamics of English interaction in English classes of *MAN Salatiga* that can be seen from the interaction between the teacher and student in every class. It will be continued by analyzing the patterns of classroom interaction that the teacher and student used in the classroom. The writer will also analyze the relationship between classroom interaction and the students' achievement in *MAN Salatiga*.

#### 4.1 Findings

The findings of this study present the results of observation in three different classes. To answer the research problems and find out the dynamics of English interaction in each class, first of all the writer represents and describes how the teacher and students interact in the classroom. The data are taken from the observation in each class in one session. The following table is the percentage of teacher's talk and student's talk in three different classes.

Table 4.1: The percentage of teacher's talk, student's talk found in three classes

	Class A		Class B		Class C	
Teacher's Talk	472	60,9%	61	61%	186	62,4%
Student Talk	303	39,1%	39	39%	112	37,6%
<b>Total</b>	<b>775</b>	<b>100%</b>	<b>100</b>	<b>100%</b>	<b>298</b>	<b>100%</b>

The table above shows the proportion of the teacher's talk and student's talk in three different classes. It can be seen the dynamics of English interaction in three classes in which the teachers dominate and talk more in the classroom. The proportion of teacher's talk in class A is 60,9% and the proportion of student's talk is 39,1%. The proportion of teacher's talk in class B is 61% and the proportion of student's talk is 39%. While in class C, the proportion of teacher's talk is 62,4% and the proportion of student's talk is 37,6%. The frequency of teacher's talk in three classes is more than 60% and the frequency of student's talk in three classes is less than 40%.

The more the teacher and students talk, the more dynamic of their interaction in the classroom. As a result, the patterns that the teacher and students used are different. The following table is the percentage of the classroom interaction pattern found in every class.

Table 4.2. Patterns of Classroom Interaction

No	Patterns	Natural Science Program (A)		Social Science Program (B)		Language Program (C)	
		One Meeting		Two Meetings		Three Meetings	
1.	I	7	3.06%	-	0%	2	2.94%
2.	IRF	37	16.16%	3	5.45%	9	13.24%
3.	IR(F)	54	23.58%	13	23.64%	7	10.29%
4.	I(R)	16	6.99%	19	34.55%	3	4.41%
5.	IR	4	1.75%	9	16.36%	2	2.94%
6.	IF	5	2.18%	3	5.45%	1	1.47%



7.	IRR	12	5.24%	2	3.64%	2	2.94%
8.	IRR(R)F	15	6.55%	4	7.27%	2	2.94%
9.	IRI <sup>b</sup> R(F)	67	29.26%	2	3.64%	35	51.47%
10.	IRFI <sup>b</sup> RF	4	1.75%	-	0%	3	4.41%
11.	IRF(I <sup>b</sup> )RF	3	1.31%	-	0%	-	0%
12.	IRF(I <sup>b</sup> )RF(I <sup>b</sup> )RF	5	2.18%	-	0%	2	2.94%
	$\Sigma$	229	100%	55	100%	68	100%

Every teacher in different classes has different ways of teaching English. The topics, the material, and the skill given by the teacher influence how the teacher teaches. As a result, the patterns of classroom interaction that they used are different. As seen from table 4.2, there are 229 exchanges used in class A, 55 exchanges used in class B, and 68 exchanges in class C. The teacher and students in class A used twelve patterns in the class, while the teacher and students in class B used eight patterns, and the teacher and students in class C used eleven patterns. The dominant pattern found in three classes is  $IRI^bR(F)$  for class A and C, and  $I(R)$  for class B. The percentage of  $IRI^bR(F)$  in class A is 29,26% and 51,47% in class C, while the percentage of the dominant pattern ( $I(R)$ ) in class B is 34,55%.

To find out the relationship between classroom interaction and the students' achievement, the writer uses the students' score and compares among three classes. The score of students can be seen in table 4.3.

Table 4.3. The Students' score

	Class A	Class B	Class C
30-49	4	17	5
50-69	27	17	28
70-89	0	0	3

>90	0	0	0
$\Sigma$ Students	<b>31</b>	<b>34</b>	<b>36</b>
Max	66	68	74
Min	34	38 (2)	32
Mean	56	48	56,33

As shown in table 4.3, it shows that the highest and lowest score are obtained by students in class C or language program. Three students in class C got score more than 70 in English test. While the highest scores in class A and B are only 66 and 68. To compare the overall score in every class, we can see the mean of students' score. The mean is obtained from the sum of students' score divided by the total number of students. The mean of students' score in class C or language program is highest. The mean in class A who has one meeting every week is higher than class B who has two meetings every week. The difference of mean between class C and class A is only 0,33.

## 4.2 Discussion

### 4.2.1 The Dynamics of English Interaction in Every Class

The dynamics of English interaction involves the interaction between the teacher and student and how they interact in the classroom. Based on the table 4.1, it can be seen that the teacher and students in class A who have one meeting every week are more interactive than the classes who have two or three meetings every week. The frequency of utterances produced in class A is higher than the frequency of utterances produced in the other classes. Even though, the teacher controlled all of the interactions. The proportion of teacher's talk and student's

talk in three different classes is almost similar. There are more than 50% for teacher's talk and less than 50% for student's talk.

As shown in table 4.1 it can be seen how the dynamic of English interaction in classrooms. It shows that the teacher's talk is higher than the student's talk. Teacher's talk refers to the utterances or the language produced by the teacher when he teaches. The frequency of the teacher's talk represents the total numbers of the teacher when he talks in the classroom. Student's talk refers to the utterances or the language produced by students in process of learning. The frequency of student's talk represents the total number of students when they talk in the classroom.

The type of classroom interaction used in three classrooms is the teacher controls the students' activity and the topic. The teacher also controls the student who will participate with her. The teacher always selects the student to be the next speaker. Some questions or initiation are offered by the teacher and she lets the student to answer or respond it. The approach that the teachers applied in the classroom is teacher-centered which the teacher more dominant in the classroom. All information comes from the teacher.

#### **4.2.1.1 Interaction in Class A**

The teacher and students in this class discussed the passive voice. Teaching grammar makes the situation in the class can be more active and interactive. From the table 4.1, it can be seen that the teacher and the students produce more utterances than the teacher and students in the other classes. The teacher interacted with his students by giving questions, directions, and information.

- (1) T: Wahyu, what is your verb?  
 S: Buy
- (2) T: Correct! Buy. Ok, continue one by one!  
 S1: Sing  
 S2: Swim  
 S3: Pay  
 S4: Read  
 T: Ok, prepare the second and the third form *ya*.

The examples above show that the teacher interacts with his students by giving a question and a direction. The teacher selects the next speaker by calling the student's name. For the next, the students select themselves to respond to the teacher's question. In example (2) the teacher directs the students to do something. To start the conversation the teacher usually uses a word such as "ok". It becomes a signal that the teacher will give the next command or question.

In class A, the teacher often selects the student to respond to his question. It is conducted by the teacher to make students be active in the class. Sometimes, the teacher lets the students respond to his answer together.

- (3) T : *Ghifar and Nauval tidak memberi.*  
 (Ghifar and Nauval do not give)  
 SS: Ghifar and Nauval do not give
- (4) T : Do not give or does not give?  
 SS: Do not give  
 T : Ok, *karena jamak* do not give. Good! (Ok, because it is plural. It uses "do not give". Good!)

In example (3) shows that the teacher does not mention a specific student to translate his sentence. As a result, all of students translate his sentence together. It is conducted by the teacher to make all of students to be active and make them participate in the classroom. To check the students' understanding the teacher

usually gives a simple question to students. It can be seen in example (4). The teacher conducts this way to measure whether his students have understood the topic that they discussed.

Besides, the teacher in class A interacts with his students by giving information.

- (5) T: In the passive voice be *diikuti kata kerja bentuk ketiga* (In the passive voice, be is followed by V3). Ok, let's start be + present. Did you remember be + present? Tobe present?  
S: Is, am, are

When the teacher explains the material, he does not give all of the information needed by the students. The teacher gives a question to the student to get information related to the material. In class A, some of information comes from the student. The teacher tries to involve his students in the process of giving information. In example (5), the teacher gives a chance for the student to select herself to answer the teacher's question. In this way, the teacher helps the student to build her confidence. There is no appreciation from the teacher to the student's answer even though the student gives a correct answer.

Students in class A interact with their teacher by answering the teacher's question and doing the teacher's direction. In teaching grammar, the teacher drills some words to the students and asks the students to translate and make a sentence in English. The directions that the teacher gives always need a verbal-response from the students so the students must answer the teacher's questions verbally. As a result, the situation in this class is very interactive and all of students active in the process of learning.

#### 4.2.1.2 Interaction in Class B

The topic discussed in class B was analytical exposition and the skill that the teacher gave was writing skills. As a result, there is less verbal interaction in this class. Teaching writing skills is different from teaching grammar or speaking skills. The teacher often interacts with her students by giving directions. Students spend their time to write and make a story in the process of teaching and learning.

(6) T : First any question?

SS : No

T : And then the second *jelas* the history of Prophet Muhammad.  
(And then the second is clear. It is about the history of Prophet Muhammad). Let's watch the video!

SS : NV (Watch)

In example (6), the teacher directs the students to watch the video about Prophet Muhammad. Before she directs the students to do something, the teacher tries to give a simple question to check whether the students have a question or not. Different from class A, in class B, students do not need to give verbal response when the teacher gives them a direction. The teacher also directs the students to write and make a story based on the video that they watched.

In other situations, the teacher interacts with the students by giving information. When the teacher gives new information to his students, she explains in *bahasa*. It is conducted by the teacher to make her students more understand what the teacher explains.

(7) T : And then for this video. *Ada satu poin yang harus diceritakan yaitu ketika beliau berusia 0-6, 25, 35, and 64. Ini historinya jelas ada patokan umurnya beliau* (There is one point you must tell. That is when he was 0-6 years old, 25 years old, 35

years old, an 64 years old). Do you know the history of Prophet Muhammad?

SS : Yes

To keep the interaction going, the teacher gives a simple question to the students. By giving a simple question, the teacher knows that her students listen to her explanation. Answering the teacher's question and doing the teacher's direction are the way that students used to interact with their teacher. Students not only give a verbal response but also give a non-verbal response to the teacher. The types of questions that the teacher gives in this class are very different from the types of questions that the teacher gave in class A. The teacher often uses a "yes/no" question to ask the student. As a result, the students do not have a chance to interact during learning.

#### **4.2.1.3 Interaction in Class C**

The teacher and the topic discussed in class B and C are similar. Nevertheless, the teacher gives different ways to teach in class C. The teacher in this class taught speaking skill and she gave some questions when she interacted with her students.

(8) T : Do you remember what is our topics before mid-test?

SS: Analytical Exposition

T : What are the generic structures?

SS: Thesis, argument, reiteration

The teacher interacts with the students by giving question. In example (8), the teacher does not select the next speaker to answer her question. The type of question that the teacher gives in this class is different from the type of questions

that the teacher gave in class B. The skill taught by the teacher in the class affects how the teacher asks a question.

In the next session, the teacher always selects the student to interact with her. By calling the students' names, the teacher can activate the student to speak English. In teaching speaking skill, the teacher chooses to interview the student one by one.

(9) T : Ade, sit down here!

S : *Sini aja ya bu?* (May I sit down here mom?)

T : No, come on! What is your text discussed?

S : The important of library.

T : *Tesisnya apa?* (What is the thesis about?)

S : *Ini.* (This is the thesis)

T : *Ini itu apa?* (What is this?)

S : The important of library for myself.

T : *Untuk dirimu sendiri?* (Is it for yourself?)

Which the sentence shows that?

S : NV (Silent)

(10) T : *Tesis itu biasanya muncul diawal kalimat. Berarti disini* (The thesis usually appears at the beginning of a sentence. It can be found here). I personally believe that libraries are more important for humanities and entities. *Berarti librarinya itu penting untuk sebuah lembaga bukan untuk mu sendiri* (It means that a library is important for an institution not just for yourself).

In example (9) shows that the teacher calls the student's name to do interviews with her. To interact with her students, the teacher gives some questions about the student's assignment. When the teacher feels that his student is giving incorrect answer, the teacher will give the others questions until she gets the correct answer. The teacher also gives the information to evaluate the student's answer. By interviewing the student one by one, the teacher gives



opportunities for the student to interact with her and improve the student's speaking skills. Using interview also forces the student to speak in English.

On the other hand, the distribution of interaction among the students in the whole of the class is not balanced even though they have a similar chance to interact with the teacher. The teacher will call them one by one and she asks the other students to finish their assignment. Students interact with the teacher by answering the teacher's question and in some situations; the student gives a question to the teacher about the material.

#### **4.2.2 Patterns of Classroom Interaction**

To investigate the dynamics of English interaction in English classes, it can be seen from the pattern of classroom interaction that the teacher and students use in the process of teaching and learning. Sinclair and Coulthard (1975) proposed eleven patterns of classroom interaction based on its function. In this study, the writer finds twelve patterns used by the teacher and students in class A, eight patterns used by the teacher and students in class B, and eleven patterns used by the teacher and students in class C. These patterns are grouped based on the structure. Every structure has some functions in use in the classroom.

The teacher in class A spends his time to explain the materials and interact with his students, while the teacher in class B spends her time to explain and direct students to do something, and the teacher in class C spends her time to interact with her students by interviewing one by one and directing the students to finish their assignments. Although the class B and C have similar topic and teacher, but the patterns of classroom interaction that they used are different.

Based on the table 4.2, it shows the patterns found in three different classes. The patterns above reveal how the interaction is done by the teacher and students in teaching learning process. The teacher in class A teaches English grammar, the dominant pattern used in this class is  $IRI^bR(F)$ . The teacher uses this pattern in class A to re-initiate the interaction when the teacher does not get an answer from the students. Similar to class A, in class C  $IRI^bR(F)$  is the predominant pattern used in the classroom. The skill given by the teacher in this class is speaking skills. The teacher uses this pattern to get a correct answer from the student. Sometimes, the teacher uses this pattern to give the next question related to the previous question.

In teaching receptive and productive skills, the teacher uses same pattern even though the technique that they used are different. In teaching receptive skills, the teacher always re-initiates the interaction when he interacts with their student. Repeating and rephrasing the previous question are the ways to re-initiate the interaction. In teaching productive skill, the teacher needs to give some question to the student. The second question given by the teacher cannot be separated from the first question. The teacher also gives the second initiation to get a correct answer from the student.

Meanwhile, the teacher in class B teaches writing skill. The pattern that she used in the classroom is  $I(R)$  pattern. It means that the teacher spends the time to give information to the students related to the students' assignments. While students spend their time to listen to the teacher's explanation and do the teacher's

direction. There is less verbal interaction because the students give more non-verbal responses such as listening and writing.

The pattern that rarely occurs in class A is  $IRF(I^b)RF$ . The percentage of this pattern in class A is 1,31%. The function of  $IRF(I^b)RF$  is to introduce a response to a previously unanswered elicitation.  $IRI^bR(F)$  and  $IRR$  are the patterns that are rarely used in class B. The percentages between  $IRI^bR(F)$  and  $IRR$  are similar, it is 3,64%. When the teacher teaches writing skill in this class the teacher rarely gives some questions to the students. Different from class A and B, in class C, the pattern that is rarely used is  $IF$ . It means that all of initiations in class C are initiated by the teacher. The percentage of  $IF$  in class C is 1,47%.

The patterns found in three different classes are presented in the following. They are also completed with the example taken from the transcript of three different classes.

### 1. I Pattern

*I* pattern means that there is the only initiation in the interaction. There is no response and feedback given by the listener. There are two reasons why listeners do not give a response. The first is they do not listen to the initiation and the second is the listeners do not give response or follow-up intentionally. They feel that the initiation given by the initiator does not need a response or follow-up. For example:

(11) T: Please give Opin the video!

The teacher initiates the interaction by giving direction for the students. But there is no response from the students because the situation in the class was

crowded and every student was busy with his homework and assignments. All of students did not listen to the teacher's direction and the teacher did not repeat her direction. So, the pattern in this interaction is only *I* or *initiation*.

(13) S: Take

The initiation is not only conducted by the teacher, but it is also conducted by students. When the teacher is explaining the material, the student suddenly says something. There is no response from the teacher and his friends. Sometimes, the student initiates the interaction and he does not need to get a response or feedback. He just shows his self that he listens to what the teacher said or the teacher's explanation.

## 2. IRF Pattern

*IRF* pattern or initiation-response-follow up is the basic pattern often used by the teachers in some classes. According to Sinclair and Couthard (1975) the function of this pattern is to get a verbal response from the student.

- (14) T: Now the interrogative form. *Apakah Ghifar telah memberi?*  
 (Does Ghifar give?) [I]  
 S: Did Ghifar give? [R]  
 T: Did Ghifar give? Ok, good. [F]

The teacher asks his students to change an interrogative sentence by translating. The teacher encourages his students by giving information and his students give a verbal response. The teacher gives feedback by repeating the students' answer. Because the students answered correctly, the teacher appreciates

them by giving positive encouragement. The positive encourage can improve the students' confidence and it is very essential to apply by the teacher.

In other classes, the writer finds the other examples of *IRF* pattern used by the teacher and students in the class.

- (15) T: The *titlenya jelas apa?* (The title is clear. What is it?) [I]  
 S: When Allah calls the Jibril [R]  
 T: Ok. [F]

The teacher initiates the interaction by giving a question. The teacher gives a question to ensure that her students have watched the video before. The teacher does not select a certain student in giving that question. In example (15) shows that all students respond to the initiation together. The word "ok" is given by the teacher as a follow-up or feedback. It means that the teacher accepts the students' respond.

### 3. *IR(F)* Pattern

*IR(F)* pattern or Initiation - Response and the follow-up can be an optional thing. Follow-up in this pattern is not essential but sometimes it occurs and it is given in the interaction. The initiator can choose whether h/she will give the follow-up or not. In the following, the writer finds some examples of *IR(F)* pattern in three classes.

- (16) T: Ana as subject, and then read as verb and the novel is object.  
 Ok, chance into passive right now! [I]  
 S: NV (Write on the whiteboard) [R]  
 T: - [F]

The function of the initiation above is to direct the student to do something (to change a sentence into passive). Before directing the student, the teacher starts

his conversation by giving information. The response that the student gives is a non-verbal response. By doing something (write on the whiteboard) the student responds to the teacher initiation. There is no feedback from the teacher because the feedback is not important in this situation.

The teacher also uses an interrogative question to direct or give a command to the student. It can be seen in the example below:

- (17) T : Can you take a speaker? [I]  
 SS: NV (Take a speaker) [R]  
 T : - [F]

Yes/no question is used by the teacher to command her students. An interrogative question is described as a command since the sentence causes action at the time of speaking. Non-verbal response or taking an action is given by the student to respond to the teacher's initiation. In example (17) the teacher does not give a follow-up for the student's action.

In other situations, the teacher gives feedback when he directs his students to do something.

- (18) T : Ok repeat! Three two one go! [I]  
 SS: The grasses are cut by them. [R]  
 T : Ok, good. [F]

In the example (18) the teacher directs the students to do something (to repeat a sentence). Students give a verbal response and the teacher gives a feedback for his students by saying "*ok, good*" that indicates a positive encouraging given by the teacher. It is an appreciation given by the teacher because they have done something like the teacher wants. The teacher can choose

whether he will give feedback or not. Although feedback is not important in this pattern, it will be better if the teacher gives feedback in the interaction.

The function of  $IR(F)$  is not only to direct students, but it is also to get a verbal response from the students.

- (19) T: What is your text discussed? [I]  
 S: The importance of library [R]  
 T: - [F]

Example (19) shows that giving question is given by the teacher to initiate the interaction. It means that the teacher needs a verbal response from the student, and the student must respond to the initiation. The model of a question given by the teacher is an open question. It gives an opportunity for the student to respond using a sentence. In the example (19), the teacher does not give feedback for the student's response because in this interaction feedback is not required. The teacher feels that the student's answer is enough to answer her question.

Another function of  $IR(F)$  is to check students. This pattern is used by the teacher to know how well students understand the material.

- (20) T: Any question? [I]  
 S: (Silent) [R]  
 T: Ok. [F]

To check the students' understanding, the teacher used to give a simple question. The students can respond to it by answering "yes/no". In other situations, the students respond to the teacher's question using a non-verbal response. In the interaction, silence has some meanings. In the example (20) the teacher concludes that the students do not have a question and they have understood the material that they discuss.

The teacher also checks the students' activity before he continues the next activity.

(21) T : Guys, have you read your text? [I]

SS: Yes [R]

T : *Nanti disini akan kelihatan.*(It will be seen here). [F]

To check the students' activity the teacher gives a close question to his students. They need to answer the teacher's initiation verbally. If the students give a non-verbal response it can be concluded that the students do not read their text yet. In example (21) the teacher gives a comment as feedback. In this pattern the teacher can use some models of feedback to follow-up the students' response.

When the teacher gives information to his students, sometimes he will also check the students' understanding. It will show in the example below:

(22) T : I will ask you to make one sentence, and all of you will change into passive. For example: Namira said "I love my father". And then all of you say "May father is loved by me". Do you understand? [I]

SS : Yes [R]

T : - [F]

The initiation in example (22) has two functions. There are to give information to the students and to check the students' understanding. It is also used by the teacher to check that students listen to her explanation. In the end of the teacher's explanation, the teacher ensures that the students understand his explanation. There is no feedback given by the teacher.



#### 4. I(R) Pattern

In the *I(R)* pattern, the response is an optional thing given by students. The teacher uses this pattern to convey new information, ideas, opinion, and facts to the student. When the teacher initiates the interaction by giving information in a certain situation, students are unnecessary to give a response to the teacher's initiation.

(23) T: I will call you. Namira “yes” and then Namira said “I love my mother”. And all of you will say “my mother is loved by me”. [I]

S: (Silent) [R]

In example (23) the teacher gives an initiation in the interaction by giving an explanation to the students. There is no response from the students. Non-verbal response actually is given by the students to the teacher's initiation. In this situation, students prefer to listen to what the teacher says. It is naturally conducted by students because when the teacher explains something, they prefer to pay attention and listen to their teacher's explanation. Sometimes students deliver their response when their teacher initiates the interaction by giving information.

(24) T: Once again I will replay my video. [I]

S: Yes. [R]

The teacher informs the students that she will do something. The example above shows that students give a response by saying “yes”. In this situation, students can choose whether they will a non-verbal response or verbal response. If they give a verbal response, they will only say “yes”. The word “yes” in example

(24) means that the students are happy because the teacher will do something (replay the video) for them.

The students also give a verbal response by continuing the teacher's utterance when the teacher gives them information.

(25) T : You can use going to. *Kata gantinya* will (The auxiliary is will). Ok, the last present past perfect. Perfect. Naufal sudah memberi. Nauval (Nauval has given. Nauval). **[[I]**  
 SS : Has **[R]**

Students give a verbal response by continuing the teacher's utterance because they want to show that they have understood the material. Students only focus on the "*tobe*" as a result they do not mention a complete sentence. When the teacher gives information to the students, it will not activate students to give a verbal response and make them to be interactive. The teacher needs to develop his initiation to make students active and interactive in learning process. By asking clarification, the teacher can encourage his students to speak up.

## 5. IR Pattern

*IR* (Initiation-response) occurs when the initiation is initiated by the student. When the teacher gives a response, there is no feedback provided by students. According to Sinclair and Coulthard (1975) the function of this pattern is to get a verbal response from the teacher. Some examples find in the classroom:

(26) S: *Tadi* have been? (Is it using have been?) **[[I]**  
 T: Have being. Some of flowers have being given by Maria yesterday. **[R]**

Giving question is used by the students to initiate the interaction. The function of the student's question is to confirm the material that they discussed.

The teacher answers the student's question by repairing the student's statement and giving information or a complete sentence as a response in the interaction. There is no feedback given by students because it is impossible for the student to comment or evaluate the teacher's response.

In the second language classroom, students rarely give a question to the teacher. When they give a question, they usually confirm the teacher's direction.

(27) S : *Berarti nanti kita ceritakan ulang?* (Does it mean we retell the story?) [I]

T: Ok, *saya ulang*. The first video, *video yang pertama*. It is about Jibril always feels closed to God. *Dia selalu membangun hubungan yang baik dengan Allah. Apa yang dikatakan Allah tentang Jibril? Apa yang dikatakan Jibril tentang Allah, itu yang kamu cari*. (Ok, I will repeat it. The first video it is about Gabriel always feels closed to God. He always builds a good relation with God. What did God say about Gabriel? What did Gabriel say about God? Those are what you are looking for). [R]

In the example above, the student tries to clarify the teacher's direction. In the situation before, the teacher explains the students' assignment in English. Because the student does not understand the teacher's explanation, she tries to clarify in *bahasa*. As a result, the teacher gives a response by giving information or explanation in *bahasa*. Using *bahasa* is used to easier the student to understand the teacher's direction and explanation.

It is natural when the students do not understand; they will ask something to the teacher. They hope the teacher will explain and give them more information that they need. The example below shows that the student tries to give a question to the teacher.

(28) S : Mrs... question. *Tensesnya pakai apa?* (What tense is used?)

[I]

T : Open your book! Read once again. *Bagaimana cara menggunakan present, past, dan future. Bagaimana menggunakan future yang di past kan.* (How to use present, past, and future tense. How to change a future to a past tense)

[R]

The teacher responds to the initiation by giving direction. The teacher gives a response not only by giving information but also by giving direction. The student needs to find the answer by herself. Although all of information is given by the teacher, sometimes the teacher asks them to find something by themselves. The teacher in this class tries to apply the student-approach which not all information is given by the teacher.

## 6. IF Pattern

In *IF* or initiation-feedback, there is no response given in the interaction. The initiation, in this case, is initiated by students. The teacher's answer is not a response but it is feedback. The function of this pattern is to give information, ideas, or opinion to the teacher.

(29) S: Borrow-borrow. Borrow – brought - brought. Borrow – borrowed - borrowed [I]

T: Borrow – borrowed – borrowed. Ok, good. [F]

The student initiates the interaction by giving information about the second and the third form of “borrow”. When the student feels that his answer is incorrect, he tries to repair his answer. In example (29) the teacher gives an opportunity for his student to correct the answer. The teacher gives feedback for

the interaction by repeating the correct answer and appreciating the student's information.

In the other classes, the writer finds the feedback given by the teacher consists of comments and evaluation.

(30) S: *Ini conclusionnya factor-faktor yang menyebabkan kecelakaan.* (The conclusion is the factors that cause an accident) [I]

T: *Text mu ini tidak sempurna* (Your text is uncomplete). Your thesis tells about the causes of the accident in bad weather but your conclusion tells about driving. *Ini belum selesai* (It is not finished yet). [F]

The student initiates the interaction by giving information about her text to the teacher. The teacher comments and evaluates the student's assignment because she did not accept the student's information. The function of comment and evaluation in this exchange is as feedback. A comment is given by the teacher to give information to the student and evaluation is given to correct the student's answer.

When the teacher gives an evaluation, it does not necessarily signify the student's opinion or information is incorrect.

(31) S : The trees are cut by Namira and Ghifar. [I]

T : By them. [F]

By repairing, the teacher evaluates the student's initiation. An evaluation is given by the teacher to show the different forms to say "Namira and Ghifar". Because the student has learned "pronoun" before, she must use it in the sentence. By evaluation, the student will also get new information or explanation from the

teacher. When the students initiate the interaction, it means that the teacher has succeeded to activate the students to speak.

## 7. IRR Pattern

In this pattern, response sometimes occurs more than twice. This pattern occurs when the teacher initiates the interaction and some students give responses. There is no follow-up given by teachers because they feel that their students have already known the correct answer.

- (32) T : Ghifar and Naufal are playing football, one two three go.  
 [I]  
 SS: The football are. [R]  
 SS: The football is. [R]

The teacher initiates the interaction by giving direction. He asks his students to change an active sentence to be a passive sentence. The students give two responses because they feel that the first answer is incorrect and they repair their answer by their self. There is no comment or feedback from the teacher after the first students' response but the students know that their answer is incorrect. They automatically repair their answer.

In other situations the writer finds that there are some responses given by the student to the teacher initiation but it occurs rarely.

- (33) T : What is your verb? Only one verb! [T]  
 S1: Speak [R]  
 S2 : Cut [R]  
 S3 : Feed [R]

Giving a question is used by the teacher to initiate the interaction. The teacher does not mention a specific student to answer his question. As a result, some students give an answer to respond to a teacher's question. There is no

feedback given by the teacher, even though he gets some responses from the students. It can be concluded that in this pattern the teacher gets a list answer from the students but the teacher does not repeat the initiation or does not give the other initiations.

### 8. IRR(R)F Pattern

This pattern is almost similar to the pattern before, but in this pattern, the teacher gives feedback for the students' responses.

- (34) T: Give gave given, *yang mana?* (Give, gave, given. Which one?) [I]  
 SS: Give. [R]  
 SS: Given. [R]  
 T: Given. Verb three. Nauval has given. [F]

The teacher initiates the interaction by giving a clue. Some students respond to the initiation by giving an incorrect answer and then some students repair their friends' answers. In this case, students have a different answer. The teacher gives feedback by repeating the correct answer and then he comments. In this situation, the teacher needs to give clarification to show the correct answer to his students. It is a reason, why feedback in this pattern is required in this exchange.

The response is given by students sometimes occurs more than twice. It occurs when the teacher asks his students to mention one verb one by one. One initiation in this pattern has some responses from some students.

- (35) T : Only one verb! [I]  
 S1: Run [R]  
 S2 : Sing [R]  
 S3 : Figura [R]  
 T : Verb *ya, kata kerja*. Verb (Please, mention a verb) [F]

The function of the initiation in example (35) is to list some answers from students. The teacher asks his students to mention one verb one by one. He always initiates the interaction by giving information to remember his students that they only need to mention one verb. In the interaction above, the teacher gets three responses from three students. The feedback given by the teacher for the interaction above is a comment, because the third student in example (35) does not mention a verb. The comment is given by the teacher to remind and inform that the student mentions a wrong answer.

### 9. $IRI^bR(F)$ Pattern

$IRI^bR(F)$  or initiation-response-initiation-response and follow-up can be an optional thing. The function of this pattern is to re-initiate the interaction. It occurs when the teacher did not get a response from his students. The teacher will rephrase or repeat the question until he gets the correct answer from the students. In the following are the examples of the  $IRI^bR(F)$  pattern:

- (36) T: Now let's discuss about past. Tobe past. What is it? [**I**]  
 S: (Silent) [**R**]  
 T: Was [**I<sup>b</sup>**]  
 S: Were [**R**]  
 T: - [**F**]

The teacher gives an initiation by giving a question and he does not get a response from his students. Furthermore, the teacher tries to re-initiate the interaction by giving a clue. It helps the students to answer a question. After the teacher gives a clue, the students give a response. There is no feedback that the



teacher gives because the teacher thinks that in the interaction above it does not need feedback.

In this pattern feedback is an optional thing. Sometimes the teacher gives feedback in his interaction.

- (37) T: Which one your thesis? [I]  
 S: (Silent) [R]  
 T: Thesis *itu diparagraf berapa?* (In which paragraph is the thesis?) [I<sup>b</sup>]  
 S: *Satu* (In the first paragraph). [R]  
 T: *Berarti itu masalah yang mau dibahas* (It means that it is an issued to be discussed). [F]

Example (37) shows that the teacher gives a follow-up in the interaction by commenting. When the student does not answer her question, she re-phrases the question by translating. Translating is used by the teacher to get some responses from the students. It helps the teacher to keep the interaction going between them. Sometimes, some students do not respond the teacher's initiation because they do not know what the teacher says. Negotiate the meaning in this interaction is needed by the teacher and student but in the example above, the teacher chooses to translate her utterance.

This pattern is often found by the teacher in class A and C. In other situations, the teachers need to re-phrase their questions several times.

- (38) T: *Siapa yang mau maju* analytical first? (Who wants to discuss the analytical text first?) [I]  
 SS: Ø (No response) [R]  
 T: Come on! [I<sup>b</sup>]  
 SS: Ø (No response) [R]  
 T: Ok, I will call you. [I<sup>b</sup>]  
 SS: Ya. [R]  
 T: If you already, you say off *ya*. [F]

The example above shows that the teacher gives some initiations until she gets something that she wants. When the students do not give a response, the teacher tries to prompt the students. In the second initiation, the teacher still does not get a response because the students remain silent. In the third initiation, the teacher gives information to the students by giving a statement. In this way, the teacher gets a response and she gives feedback for the students' response by commenting.

#### 10. IRFI<sup>b</sup>RF

Different from the previous pattern, in this pattern the teacher gives a second initiation to make interaction going. The teacher still gives the second initiation even though the student has answered the teacher's question correctly. In this pattern, a second initiation is not an optional thing, so the teacher must give the second initiation.

- (39) T: Andi [I]  
 S: Yes [R]  
 T: *Semangat ndi* (Keep spirit *ndi*) [F]  
 T: What is your story about? [I]  
 S: The relation of Indonesia and Australia. *Hubungan antara Indoneia dan Australia*. (The relationship between Indonesia and Australia) [R]  
 T: The relationship between Indonesia and Australia [F]

The teacher selects a certain student to do interaction with her by calling the student's name. In English classes both in language and non-language classes, the teacher always selects the student to interact with her because no student who selects herself to interact with the teacher. When the teacher calls the student'

name, indirectly the teacher force the student to talk. It is one way to make student active to talk in the classroom.

There are two initiations given by the teacher. The first initiation is used by the teacher to call the student. It indicates that the teacher asks the student to talk. By saying “yes” it means that the student accepts the teacher’s direction. The function of feedback that the teacher gives in the first feedback is to motivate the student. By using this way, the teacher can help the student to decrease the student anxiety before interacting with the teacher. When the student interacts with the teacher, she will be anxious.

The second initiation is used by the teacher to give a question to the student. The first *IRF* pattern and the second *IRF* pattern in example (39) cannot be separated because they are a unit of *exchange*. The function of the second initiation in this pattern is to elicit a verbal response from the students. The teacher needs to give a question to interact with the student. It will be impossible to the student to start a talk without an initiation from the teacher. The model of question given by the teacher is open-question. It can make the student to answer in sentence even though it is only a simple sentence.

The function of the second feedback given by the teacher is to accept the student’s answer. By repeating the student’s answer it means that the student answers the teacher’s question correctly. In example (39) the teacher uses different initiation and different feedback.

## 11. IRF(I<sup>b</sup>)RF

This pattern occurs when the teachers initiate the interaction, they get an incorrect answer from the students and they try to re-initiate the initiation by repeating the question or giving the other question.

- (40) T : Cut, write here! [I]  
 S : Card? [R]  
 T : Card like this ya. (Write on the whiteboard) [F]  
 T : Cut [I<sup>b</sup>]  
 S : Ohh [R]  
 T : Not card. Cut, cut [F]

The teacher initiates the interaction by giving direction and the student responds to the teacher's initiation by giving a question. The teacher gives feedback by giving confirmation to evaluate the student's answer. The teacher gives the second initiation by repeating the word "cut". In example (40) there are two initiations and two feedbacks.

Re-initiated initiation in this interaction can be an optional thing. It means that if the teacher does not give a bound initiation, the interaction is still going.

- (41) T: *Sekarang kita menuju continuous. Misalnya Nauval sedang belajar* (Now we are going to discuss continuous tense. For example Nauval is studying). [I]  
 S: Nauval [R]  
 T: Nauval [F]  
 T: - [I<sup>b</sup>]  
 S: Is studying [R]  
 T: Nauval is studying. [F]

In the example above, the teacher only gives one initiation. When the teacher gets an incomplete response, he gives a feedback by repeating the

student's answer. Without bound initiation, the student continues his response. In the last, the teacher gives feedback by saying a complete sentence.

## 12. IRF(I<sup>b</sup>)RF(I<sup>b</sup>)RF

According to Sinclair and Coulthard (1975) the function of this pattern is to get some responses from the students. The teacher lists some students' responses. In this study, the writer finds that the teacher uses this pattern to give some initiations to some students.

- (42) T: Ok, right now I will call Amalia. What is your sentence?  
 Slowly but clear! [I]  
 S1: My mother opens the door. [R]  
 T: My mother opens the door. Ok. [F]  
 T: - [I<sup>b</sup>]  
 SS: The door is opened by my mother. [R]  
 T: - [F]  
 T: Repeat once again! [I<sup>b</sup>]  
 S1: My mother opens the door. [R]  
 T: My mother opens the door. [F]  
 T: - [I<sup>b</sup>]  
 SS: The door is opened by my mother. [R]  
 T: By my mother. Ok, good. [F]

There are some moves occurred in the interaction. In the first initiation the teacher selects the next speaker by calling the student's name and asks her to make a sentence. The teacher gives feedback by repeating the student's response and says "ok" as a signal that he accepts the student's response. Without the second initiation, the students give a response by changing the sentence into a passive voice. There is no feedback from the teacher. In the last, the teacher initiates the interaction by giving direction to the students and he gives feedback by repeating the students' answers. In the example (42), the teacher sometimes does not give feedback for the student's response.

Similar to the *IRF(I)RF* pattern, sometimes, the teacher used this pattern to get a complete answer from the students.

- (43) T : *Ghifar telah tidak memberi* (Ghifar did not give). [**I**]  
 S : Ghifar [**R**]  
 T : Ghifar [**F**]  
 T : - [**I<sup>b</sup>**]  
 S : Did [**R**]  
 T : Did [**F**]  
 T : - [**I<sup>b</sup>**]  
 S : Not give. [**R**]  
 T : Ghifar did not give. Good. [**F**]

In the example (43), the teacher asks the students to translate a sentence. The teacher does not give a second and third initiation. He only repeats the student's answer as a follow-up. Although there is no second and third initiation but the student still continues his answer. In the last follow-up, the teacher mentions the complete sentence that has the student compiled. By saying "good" the teacher appreciates the student because his answer is correct. A comment is needed by the student because he will know whether the answer is correct or not.

#### **4.2.2.1 The Implications of the Pattern in Language Teaching**

Teachers in the classroom usually ignore the use of classroom interaction patterns. By using the right pattern, the teachers can help their students to achieve the students' goals in language teaching. The different patterns of interaction applied in the classroom are also affecting the students' activity. The teacher can use some patterns in the classroom based on its function. The teacher also needs different models of *initiation*, *response*, and *feedback* or *follow-up* to interact with students in different situations.

### **1. IRF Pattern**

This pattern is suitable for teaching all skills in English. Even though the teacher teaches writing, listening, and reading, he can apply this pattern by giving some questions related to the material. Most of the teachers in the classroom use this pattern to interact with their students. The function of this pattern is to get a verbal response from the students so this pattern is effective to make students active to talk in learning process. The teacher must consider the models of initiation that he will give for his students. When the teacher gives a close question, the students tend to give a short answer. So the teacher needs to give them an open question as to the initiation. This pattern provides feedback in the interaction that can evaluate and motivate the students.

### **2. IR(F) Pattern**

This pattern is suitable for use when the teacher wants to direct the students to do something. When the teacher teaches in the class, he usually gives some direction for the students. The teacher can use this pattern both for teaching productive skills and receptive skills. In teaching speaking skills, the teacher can apply this pattern to make the students active to talk. By giving the direction to speak or make a sentence, it will make the students speak and the situation in the class can be more active. In teaching listening, reading, and writing, teachers use this pattern to direct the student to do something but the response resulted is a non-verbal response. If students answer the teachers' initiation, they will only say "yes".

*IR(F)* pattern is also suitable for checking the students' understanding. Some of the teachers use a simple question to know the students' understanding, but to make the students speak in the class, the teachers can give some open questions. From the students' answers, the teachers can conclude whether the students already understand or not.

### **3. I(R) Pattern**

Many teachers use this pattern in the classroom. They spend their time in the class to explain and give material to the students. The teachers need to reduce the use of this pattern to maximize the role of students in the classroom. This pattern is suitable for use at the beginning and at the end of the teaching process. At the beginning of teaching, the teacher can use this pattern to explain what they will do in the class and give information to the students about the topic that will they discuss. At the end of teaching, the teacher can use this pattern to give conclusion about the topic that they discussed and explain what the students should do for the next. The teacher needs to minimize his talk to give information to the students in the classroom.

### **4. IR Pattern**

*IR* pattern is used by the students to get a verbal response from the teacher. To apply this pattern in the class and make students giving some question to the teacher, the teacher needs to give them encouragement. Students in foreign or second language classrooms rarely give a question to the teacher. They prefer to listen to the teacher's explanation. By minimalizing the teacher's explanation, the



teacher can encourage the students to ask and participate in teaching learning process.

### **5. IF pattern**

The function of this pattern is to convey information to the teacher, but in a second language classroom, the students rarely give information to the students. The teacher needs to design how to make students convey the information to the teacher. By making group discussion, the teacher can apply this pattern. After discussing, the teacher must ask his students to present in the class. The students can convey information not only to the teacher but also to their friends. It also makes the students be active in the process of learning.

Another way to apply this pattern is by applying information gap technique in the class. The teacher must give different topics to the students in the class. In this situation, every student has different information and he must share in the class. As a result, the all of information will come from the students and the teacher only gives feedback for the students' information. The teacher can also give additional information if the student's explanation is incomplete.

By applying group discussion and information-gap technique the teacher can apply *IF* pattern in the class. In addition, these techniques can make students active to talk in the classroom. Teachers as controller, planner, and facilitator must pay attention to make students active in the classroom.

### **6. IRR Pattern**

The function of *IRR* pattern is to get some verbal responses from the students. This pattern is suitable for use in teaching grammar. The teacher can ask

the students to make a sentence or mention some verbs in English. By applying this pattern, the teacher allows the students to involve in teaching learning process. Students usually wait for the teacher's command. If the teacher does not direct them to speak, they will tend to be silent. The teacher can select the students to speak to give them the equal opportunities.

### **7. IRR(R)F Pattern**

Different from the *IRR* pattern, in *IRR(R)F* pattern, the teacher needs more answers from the students. This pattern also provides feedback for the students' answer. To involve the students in teaching learning process, the teacher needs to give some questions to his students. The teacher can ask them to give some examples or opinion related to the topic that they discussed. By giving feedback, the teacher can evaluate or comment for the students' answer. This pattern can also make the students active to talk if the teacher gives the right initiation.

### **8. IRI<sup>b</sup>R(F) Pattern**

When the teacher gives a question, sometimes the teacher does not get an answer directly. This pattern is suitable for use when the teacher does not get an answer from the student. By using this pattern, the teacher can repeat or rephrase the question or the initiation. Giving the second initiation can be a signal to the student that he must answer the teacher's question. When the teacher uses this pattern in the class, the student must give an answer. If the student is silent, the teacher will rephrase or repeat the question continuously. This pattern can activate the student to talk in the class.

This pattern can also be used to direct the students. When the teacher asks students to do something, sometimes they do not do what the teacher instructs. The teacher can repeat or rephrase the direction until the students do activities as the teacher wants.

### **9. IRF<sup>b</sup>RF Pattern**

This pattern is suitable for use to drill some questions to the students. It is also suitable for applying with an interview technique. By applying this pattern the teacher can give some questions to the student, and he must answer it verbally and directly. After getting the student's response, the teacher evaluates or comments the student's answer directly. After that, the teacher will give the second question to keep the conversation running. This pattern is effectively to make the student active and interactive in the class, but the teacher needs to pay attention to the distribution of the turn in the class.

### **10. IRF(I<sup>b</sup>)RF Pattern**

Different from the pattern above, in applying *IRF(I<sup>b</sup>)RF* pattern, the teacher sometimes does not give the second initiation. The student still continues his answer although the teacher does not give the second initiation. This pattern is suitable for making the student keep on answering the teacher's question. The teacher can use this pattern when he gets an incomplete answer from the student. The teacher will give feedback by repeating the student's response and it can be a signal that the student must continue his answer so the teacher does not need to give the second initiation. Sometimes the teacher says "yes" as a signal that the

student's answer is correct and says "no" as a signal that the student's answer is incorrect.

### **11. $IRF(I^b)RF(I^b)RF$ Pattern**

This pattern is suitable for use when the teacher needs some answers from some students. This pattern can be used by the teacher to list the students' answers. In the use of this pattern, the teacher can give a similar question to some students without repeating the question. The teacher can also give another question related to the student's answer before.

Similar to  $IRF(I^b)RF$  pattern above, this pattern is also suitable for use to make the student complete his answer. So, the teacher can use this pattern to get a complete answer from the student. Sometimes, the student answers the teacher's question by giving an incomplete answer. He needs to ensure that the answer is accepted by the teacher. Some students feel scared when answering the teacher's question.

Not all patterns make the students active to talk in the classroom. The teacher must pay attention to the initiation that he gives in the interaction. When the teacher wants to interact with the student one by one, he can apply  $IRF$  and  $IRFI^bRF$  pattern. The teacher can use the WH question or display questions to encourage the students.  $IF$  pattern is a suitable pattern applied in the curriculum 2013. This pattern gives students opportunities to speak more and engage the students in teaching and learning process. When the teacher applies this pattern, and the teacher uses an appropriate method, it means that the teacher applies the student-approach. An appropriate pattern will influence the activities of students

in the classroom and the teacher needs the right method to make that pattern work in the classroom.

#### **4.2.3 The Relationship between Classroom Interaction and the Students' Achievement**

As seen in table 4.3, the highest score is obtained by the student in language program. Three students get scores over 70 and the highest score in this class is 74. 28 students in language program get scores between 50 and 69. While 5 students get scores between 30 and 49. The mean of students' score in this class is 56,33. Compared to other classes, students in language program have the highest mean.

In class B or social science program, the highest score is 68. There is no student who gets the score over 70. The comparison of students who get scores between 50-69 and 30-49 is same. It consists of 17 students. The lowest mean of students' score among three classes is obtained by this class. The mean of students' score in class B is only 48.

Similar to the class B, in class C, there is no student who gets score over 70. 27 students get score between 50 and 69. It means that most of students in natural science class get score between 50 and 69. In this class, the students who get score between 30 and 49 are only 4 students. The highest score in this class is 66. Although the highest score in this class is the lowest among the other classes, the mean of students' score in class A is higher than class B and not too different from class C.

The students in class C who have three meetings every week get the highest score in English final test. Three students in language program get score over 70 while in natural and social science program, there are no student who get score over 70. The highest mean of students' score is also obtained by the student in language program. It can be concluded that the different meetings influence the students' achievement. Even though, not all students in language program get high score. There is a relationship between classroom interaction and the students' achievement. The more the students' meetings, the more students interact in English. As a result, their students' achievement will also be different from others.

#### **4.2.4 Factors Influencing the Dynamics of English Interaction and the Student's Achievement**

There are some factors influencing the dynamics of English interaction in the class. Sari (2015) in her study stated that the interaction in the class can be influenced by the factors of internal and external. The internal factors include the students' confidence, students' feeling inferior, students' motivation, and students' vocabulary mastery. The external factors include the material, the teaching style of the teacher and the environment of classroom. In this study, the writer concludes that topics or teaching materials, methods, and teachers are some factors influencing the classroom interaction.

##### **1. Teaching Material**

The material that the teacher gives to students in three different classes is different. The students in class A discuss passive voice and the skill that the teacher gives is a receptive skill. Meanwhile, students in class B and C discuss

analytical exposition and the skill that the teacher gives for class B is writing skill and for class C is speaking skill. When the teacher teaches grammar, the class situation can be more active and interactive. The teacher can ask the students to contribute in the interaction by giving questions and directing the students to mention some verbs or make some sentences. When the teacher teaches writing skill, the interaction between teacher and students rarely occur in the class. The teacher tends to spend her time to give the information and direct the students to do something. When the teacher teaches speaking skill, the teacher can decide who speak more in the class. In class C the teacher decides herself to participate in the interaction. She encourages the students to speak by giving some questions and the interaction occurs between teacher and student. The material and the skill that teachers give influence to the interaction in the classroom.

## **2. Methods**

Every teacher has different ways to teach in different classrooms. The teacher must decide the method that will apply in the classroom. The method helps the teacher to deliver the material needed by the students. The teacher in class A used a grammar translated method to teach passive voice. This method makes students can be more active and interactive. The interaction conducted by the teacher and students is balanced. This method makes the students in class A active to talk and produce some utterances because the teacher can ask the students to make a sentence orally, translate the sentence in English, and change a sentence into passive or active. Students have some opportunities to involve themselves in learning process.

Meanwhile, the teacher in class B used an audio-lingual method to teach analytical exposition. The teacher directs her students to watch the video and then she directs the students to write the story on the video. The teacher spends her time to give information and direct the students to watch the video and write the story. As a result, there is less verbal interaction. The teacher can also apply this method to teach speaking skills. According to Cook (2008:162), the Audio-lingual method increases the proportion of students' time to talk. What the student hears can be input in the process of learning. In class B, the students' output can be seen from the students' writing assignment.

Different from class B, the teacher in class C uses the communicative language teaching method to teach analytical exposition. The teacher interviews the students one by one and asks some questions to her students. An interview makes the students active to talk and they can practice their English and improve their skills, even though the teacher needs two meetings to interview all students.

### **3. Teachers**

In the classroom, the teacher must decide what his role is. The teacher can choose whether he acts as a teacher, listener, instructor, participant, resource of material, others. In class A the teacher acts as the source of information. It means that the all of materials come from the teacher. The teacher also controls the interaction in the classroom. In class B and C, the teacher acts as a controller. She controls all activities in the classroom.



#### **4. Students' Confidence**

From the result of observation, it can be concluded that students in three classes are lack of confidence. All initiations in the interaction come from the teacher. The teacher needs to repeat a question when he gives a question to the student. In second language classroom, students are not confident to speak, tell their opinion, and answer the teacher's question. Lack of confidence can be caused by the students' vocabulary. If the student lack of vocabulary, it will prevent them to interact in the classroom.

#### **5. Student Anxiety**

Students who have more than one meeting every week have more anxiety than students who have one meeting every week. In class C, the students have more assignments and homework than students in class B and C. This situation influences the students to interact in the classroom. The students may feel anxious when they speak in English because they will get the negative respond if they make a mistake.

#### **6. Student Motivation**

Students who have motivation in English learning, they will choose language program as their class, and choose English literature as their cross interest. Students will be actively involved in the process of teaching and learning. Students who have motivation in English, they will get the higher score then the other students. Student motivation can be improved both by teacher and student. When the student did not have motivate to active in the process of teaching and

learning, the teacher can help them by giving some motivation, using an interesting method and technique, and asking them to study outside.

#### **4.2.5 Pedagogical Implication**

Teachers must be aware of the importance of interaction in the classroom. By interaction, the students can express their ideas, opinion, and feeling. The students can use and practice their knowledge of real communication. When the students tend to be passive, the teacher can encourage the students by giving a question and directing the students to speak. The communicative activities need to apply to make students to be more active and interactive in the class. According to Scrivener (1994:152) communicative activities are organized to make students speaking and listening to each other. The teacher can apply some communicative activities to support a teaching learning process. Those activities such as group work, pair work, role-play, and information gap. In these activities, the students will get the opportunity to participate in the interaction.

According to Scrivener (1994:60), there are some ideas that can be used to maximize the students' interaction in the class:

1. The teacher can give friendly encouragement and relaxed learning. It is much better if the teacher builds a trusting, positivity, and supporting the students to make interaction in teaching learning process.
2. The teacher is better at giving a question than giving an explanation.
3. Give time for students to listen, think, and speak to answer a question.
4. The teacher needs to increase the students' opportunities to speak.

5. To replace unnecessary of teacher's talk or repeating the basic instruction, the teacher can use gestures.
6. When the student tries to answer verbally, the teacher must allow the student to finish his sentences.
7. To maximize the students' opportunity to speak, the teacher can make small group and use of pairs.
8. The teacher can arrange students' seating if possible to make students see and talk each other.
9. The teacher does not always need to be at the front of class to make the whole of class to be focus.
10. When the student is talking too quietly for the teacher to hear, the teacher can walk further away, rather than closer to him. Indirectly, this method will make the student to speak louder.
11. The teacher needs to encourage interaction among students rather than only between teacher and student or student and teacher. Ask the students to give questions, explanation, and listen to each other.
12. The teacher can randomize the students who sit in front, center, and back to speak.

Twelve ways above can assist the teacher to maximize the interaction in language classroom. Besides, the teacher also needs to apply student-centered approach in teaching learning process. The students must learn how to find or get new information on their own way. The teacher only needs to control and facilitate the students' activity in the classroom. To apply the student-approach in

the class, the teacher must use some strategies to activate the student. As a result, the students can be active in the classroom, not only answering the teacher's questions but also initiating the interaction.

## CHAPTER V

### CONCLUSION

The conclusion in this chapter summarizes the findings and discussions in this study. It also presents some suggestions for English teachers and the upcoming researcher.

#### 5.1 Conclusion

In teaching English, the teachers in three different classes applied a teacher-centered approach. It means that the teachers are more dominant in teaching learning process. The frequencies of utterances produced by teachers in three classes are more than 50%. The teacher in class A interacts with his students by giving question and directs his students to mention a verb and make a sentence verbally. The teacher in class B interacts with her students by giving explanation and direction. While the teacher in class C interacts with her students by giving question. All students in three classes interact with the teacher by answering the teacher's question. However, student in class C initiates the interaction by giving question to the teacher.

Twelve patterns are used by the teacher and students in class A, eight patterns are used by the teacher and students in class B, and eleven patterns are used by the teacher and students in class C. The dominant pattern used in class A and C in teaching grammar and speaking is  $IRI^bR(F)$  pattern. While the dominant pattern in class B in teaching writing skills is  $I(R)$  pattern. Although class A and C use same pattern, the function of the pattern is different. In class A the teacher

uses  $IRI^bR(F)$  to re-initiate the interaction and the teacher in class C uses  $IRI^bR(F)$  pattern to give the other initiations related to the first question. It is also used by the teacher in class C to get a correct answer from the student.

The highest score of English test is obtained by the student in language program. Three students get scores over 70 while from the other classes. There are no students who get score over 70. The highest mean of students' score is also obtained from students in language program. It can be concluded that the classroom meetings influence the students' achievement in English lesson. The more students' meetings, the more students interact in English. As a result, their achievement will be different from other students.

## **5.2 Suggestion**

### **5.2.1 Suggestion for the Teacher**

The successful of teaching English is not only determined by the lesson program but it is also determined by how the teacher presents the lesson and uses some varieties method and technique in the classroom. The result of this study shows that all of the classroom interactions are controlled by the teacher. Most of the initiations are initiated by the teacher. The teacher needs to optimize the students' role and give them more opportunities to involve in the teaching and learning process. It is possible for the students to initiate the interaction if the situation in the class encourages them to initiate the interaction. The teacher needs to set and create how to make it happen. By applying suitable patterns and an appropriate method the teacher can maximize the students' participation. The

teacher must be aware of the importance of using the varieties of classroom interaction patterns in the classroom.

### **5.2.2 Suggestion for the Upcoming Researcher**

This study only focuses on the pattern in classroom interaction resulted in language and non-language classes. For the upcoming researchers, they can investigate the pattern of classroom interaction in the English department at the university in speaking, writing, reading, listening class, or other classes. They can compare the pattern that resulted in some classes and show the effectiveness of its pattern.

There are some factors influencing the dynamic of English classroom the pattern of classroom interaction and the students' achievement which are divided into two groups: internal and external. For the upcoming researchers, the writer hopes they can investigate these factors more deeply.

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# APPENDICES

### Appendix 1 Transcript Data

Topic : Passive Voice

Class : IX MIPA 3

T/S	TRANSCRIPT	P
T	Assalamu'alaikum warahmatullahi wabarakatuh	I
S	Wa'alaikumsalam warahmatullahi wabarakatuh	R
T	Today we'll discuss new material, kita akan berbicara materi baru and then before we talk more about the material I would like to ask you first, Saya mengundang Amalia, lets continue kita lanjutkan. Bahasa Indonesianya: Naufal menolong amalia. Correct?	I
S	Yes	R
T	Amalia ditolong oleh Naufal. Guess, what kind of our material today?	I
S	Passive voice	R
T	Ok, good job. Passive voice. Hari ini kita akan membicarakan passive voice but there are many difficulties over leer for example when you write the past sentence, we don't know the third form. Saya tidak tau bentuk ketiganya pak. Wuu opo kie. Give, gave, saya lupa pak given upamanya. Dulu lupa sekarang lali. Ok, so in order to remember again, we will review first. Kita akan mengulas sebentar your vocabulary at the Elementary school, saat SD dulu. Mbiyen pas SD. Are you ok?	F I       I
S	(Silent)	R
T	Are you ok? What is your name?	I <sup>b</sup>
S	Rizal	R
T	Rizal, are you ok?	I <sup>b</sup>
S	Yes	R
T	Saya akan pastikan kalau anda baik-baik saja. Kalau tidak saya rekomendasikan pulang. Ok come on if you ok.	F  I
S	(Walk)	R
T	Oke, Ask to your friends, attention please!	I <sup>b</sup>
S	Attention please!	R
S(R)	Attention please!	I
S	(Silent)	R
T	Imagine one word. Jadi anda bayangkan satu kata saja. One word. Please two one go. In your mind.	I
S	Sleep	R

T	Ok good. Write and talk over there. Kita mulai dari sana. What is your verb?	F I <sup>b</sup> I
S	Cut.	R
T	Ok, cut.	F
S(R)	Car?	R
T	Cut, Write here!	F I <sup>b</sup>
S(R)	Card?	R
T	Card like this ya. (Write on the whiteboard)	F
S	(Laugh)	R
S	Oooh...	R
T	Not card. Cut. Cut, Write cut. And then prepare the second and the and then third form. Anda siapkan bentuk kedua dan ketiganya. The only ask besides. cut cut cut. ....and Over here?	F I
S	(Silent)	R
T	What is the next?	I <sup>b</sup>
S	Sania	R
S	Safira	R
T	Safira, what is the next safira?	I
S (S)	(Silent)	R
T	Only one verb	I <sup>b</sup>
S	Think	R
T	Only one verb lagi?	I
S	Tadi katanya cut.	R
S	(Laugh)	R
S	Kartu, mobil po gunting?	I
T	Oh ya ya. Ok, only one verb lagi?	R I
S	(Silent)	R
T	Safira. Safira, Safira, safira? Ok, What is your verb?	I <sup>b</sup>
S (S)	(Silent)	R
T	What is your verb?	I <sup>b</sup>
S (S)	Ok	R
T	Ya. What-is-your-verb? One verb!	F I
S	Speak	R
S	Cut	R

S	Feed, fed	R
T	Only one verb.	F
S	Run	R
S	Sing	R
S	Figura	R
T	Verb ya, kata kerja. Verb Ya, what is your verb?	F I
S	Eat	R
T	Correct, Eat. Write here, eat!	F I
S	(Write on the whiteboard)	R
T	Eat	F
S	Breath	R
T	Ok. The next you?	F I
S	Food	R
S	Food (Repeat)	R
T	Verb, verb. Not noun verbal sorry, verb.	F
S	Verb	R
S	Kata kerja	R
T	Only verb. One verb sorry. I say one verb, sorry ya. One verb	F I
S	Auu	R
T	Auu auu auuu	F
S	(Laugh)	R
T	What you say Au au au, What you said?	I <sup>b</sup>
S	A O A O	R
T	The next this group. Ok, you continue this group! You continue ask one by one. Ask one by one.	I
S	(Silent)	R
T	Ask one by one. For example: What is your name?	I <sup>b</sup>
S	Wahyu	R
T	Wahyu, what is your verb?	I <sup>b</sup>
S	Buy	R
T	Correct, buy. Write here buy!	F I
S	(Write)	R
T	Ok continue. One by one	I
S	Sing	R

S	Swim	R
S	Pay	R
S	Read	R
T	Ok, prepare the second and third form ya. Bentuk kedua dan ketiganya siapkan. And then you?	I
S	Eat	R
T	Eat is over here. The other!	F I <sup>b</sup>
S	Give	R
T	The other	I
S	Write	R
T	What?	I <sup>b</sup>
S	Write	R
T	Ok write.	F
S	Take	R
S	Walk	R
S	Watch	R
S	Shake	R
S	Seat, duduk	R
S	Apa?	I <sup>b</sup>
S	Seat, seat, S-H-I-T ketoke?	R
S	Close	R
S	Jump	R
S	Save	R
S	(Silent)	R
T	Only one verb	I <sup>b</sup>
S	Opo jal?	R
S	Repeat	R
S	Repeat	R
T	Ok, What is the second one? Cut	I
S	Cut	R
T	Cut	I <sup>b</sup>
S	Cut	R
T	Cut	I <sup>b</sup>
S	Cut	R
T	Then sit.	I
S	Sit-sat-sat	R
T	Climb?	I
S	Climb	R

T	Ok Climb, and then?	F I <sup>b</sup>
S	Climb-climb-climb	R
T	Are you sure? Have you checked it?	I <sup>b</sup>
S	(Silent)	R
T	Sudah diperiksa?	I <sup>b</sup>
S	Yes	R
T	Ok. And then Fat! What is fat here? This is verb?	F I
S	No...	R
T	Not verb. Ok, climb. The next	F I
S	Menek.	R
T	Climb. Amira, climb. what is the second form?	I
S	Climb-Climbed-Climbed	R
T	Climb-climbed-climbed plus -ed ya. The next give.	F I
S	Give-gave-given	R
T	Read?	I
S	Read-Read-Read	R
T	Shake	I
S	Shake – Shook – Shook	R
T	Shake- Shook – Shook. And then write?	F I
S	Write- wrote – written	R
T	Write- wrote – written. Then, watch?	F I
S	Watch-watched-watched	R
T	Watch-watched-watched, Ok. Drink?	F I
S	Drink-drunk-drunk	R
T	Drink-drunk-drunk. And then Borrow?	F I
S	Borrow-borrowed-borrowed	R
T	Borrow-borrowed-borrowed	F
S	Put-put-put	I
T	Ok, good. Jump?	R I
S	Jump-jumped-jumped	R



T	Jump-jumped-jumped. Open?	F I
S	Open-opened-opened	R
T	Ok, Open-opened-opened. Good, the next. Here what is the second form?	F I
S	Eat-ate-eaten.	R
T	Ok, Eat-ate-eaten. Run?	F I
S	Run-Ran-Run	R
T	Run-Ran-Run. Swim?	F I
S	Swim-swam-swung	R
T	That good! Repeat!	F I <sup>b</sup>
S	Swim-swam-swung	R
T	Swim-swam-swung. Swim-swam-swung gitu tulisannya. Buy?	F I
S	Buy-buy-bought	R
T	Buy-bought-bought. Walk?	F I
S	(Silent)	R
T	Walk?	I <sup>b</sup>
S	Ini pak.	R
T	Ya, walk?	I <sup>b</sup>
S	Walk-walked-walked	R
T	Walk-walked-walked. Take?	F I
S	Take-took-taken	R
T	Take-took-taken good. Study?	F I
S	Study sopo ex?	R
T	Study?	I <sup>b</sup>
S	Studied-studied	R
T	Study-studied-studied. And then go	F I
S	Go-went-gone	R
T	Go-went-gone. Sit	F I
S	Sit-sit-sit	R

T	Sit-sit-sit. Sit-set-set. Sit-set-sut	I <sup>b</sup>
S	Sit-set-set	R
T	Sit-sit-sit. Sit-sat-	I <sup>b</sup>
S	Sat	R
T	Ok, sit-sat-sat. Close?	F I
S	Close-closed-closed	R
T	Close-closed-closed. Ok sing?	F I
S	Sing-sang-sung	R
T	Sing-sang-sung. Repeat?	F I
S	Repeat-repeat-repeat	R
T	Repeat- repeated -repeated. And then kiss?	F I
S	Kiss-kissed-kissed	R
T	Kiss-kissed-kissed. Ok good. You can back on your chair. Ok, let's try again. Kita akan mencoba, I will say in Bahasa Indonesia and you talk in English. For example, saya mengatakan memotong. Berarti anda mengatakan cut-cut-cut. Do you understand?	F I I
S	Yes...	R
T	Oke. Tree two one go... Menyanyi?	I
S	Sing-sang	R
T	Sing-sang-sung. You	F I
S	Sing-sang-sung	R
S	Sing-sang-sung	R
S	Sing-sang-sung	R
T	Ok Mencium?	F I
S	Kissed-kissed-kissed	R
T	Mengulangi?	I
S	Repeat-repeated-repeated	R
T	Mengambil?	I
S	Take-took-taken	R
T	Belajar?	I
S	Study-studied-studied	R
T	Berlari?	I

S	Run-ran-run	R
T	Makan?	I
S	Eat-ate-eaten	R
T	Menulis	I
S	Write-wrote-written	R
T	Menonton	I
S	Watch-watched-watched	R
T	Membawa	I
S	Bring-brought-brought	R
T	Memberi	I
S	Give-gave-given	R
T	Give-gave-given. Ok. Membaca?	F I
S	Read-read-read	R
T	Good. What is your name?	F I
S	Ghifar?	R
T	Hivan?	I <sup>b</sup>
S	Ghifar	R
T	Given?	I <sup>b</sup>
S	Ghifar	R
T	Ok ghifar come forward. You look different from your friends?	I
S(G)	(Silent)	R
T	Why you join with your girlfriends over there? You don't like them?	I
(G)	(Silent)	R
T	Not?	I <sup>b</sup>
S(G)	Like	R
T	Ok, I will say some verbs. Amalia mention ten verbs in bahasa Indonesia and then he will translate it. Ok, three two one go...	I
S(A)	Bernyanyi	R
S(G)	(Silent)	R
T	Bernyanyi, sing-sang-sung gitu lho. The next	F I
S(A)	Memanjat	R
T	Memanjat, menek?	I <sup>b</sup>
S(G)	(Silent)	R
T	The first latter is C.	I <sup>b</sup>
S(G)	See?	R

S	(Laugh)	R
T	The latter is C. Climb-	I
S(G)	Climb...	R
T	Ya	F
S(G)	Climbed-climbed.	R
T	Ok. Go on!	F
S(A)	Menaruh.	I
T	Menaruh, meletakkan.	I
S(G)	Put-put-put	R
T	Put-put-put. Ok good	F
S(A)	Meminjam	I
T	Meminjam	I
S(G)	Borrow-borrow Borrow-brought-brought Borrow-borrowed-borrowed	R
T	Borrow-borrowed-borrowed. Ok good. Ok ghifar, you can sit thank you.	F I
S(G)	(Sit)	R
T	Ghifar or givan?	I
S	Ghifar	R
T	Ok, ghifar look at here. Anda lihat kesini ya.	I
S(G)	(Look at the teacher)	R
T	What is your name?	I
S	Najwa	R
T	Oke Najwa Shihab, come on!	I
S	(Stand)	R
T	Last once stand here! Membaca	I
S(N)	Read-read-read	R
T	Melompat	I
S(N)	Jump-jumped-jumped	R
T	Memberi	I
S(N)	Give-gave-given	R
T	Duduk	I
S(N)	Sit-sat-sat	R
T	Pergi	I
S(N)	Go-went-gone	R
T	Makan	I
S(N)	Eat-ate-eaten	R
T	Menutup	I

S(N)	Close-closed-closed	R
T	Melihat	I
S(N)	See-saw-seen	R
T	Ok. Read read read you read first	F I
S(N)	(Read)	R
T	Ghifar...	I
S(G)	(Look at the teacher)	R
T	All the students get repeated one by one. Satu persatu bisa. Oke right now before the passive voice, Kita akan menuju tenses sebelum ke passive voice. Urutannya kan verb, vocabulary, kata kerja. Ingat-ingat kita menuju tenses. Setelah tenses, passive voice, Ok for example? Present ya. Still you remember about the subject?	I
S	(Silent)	R
T	They, we,	I
S	I, You, He, She, It.	R
T	Ok, this is the subjects. Ini the present marker. Ini orang ketiga tunggal ini jamak. Ini tidak suka -s yang suka -s	F I <sup>b</sup>
S	He, she, it	R
T	Ok, let's continue to present. Did you remember present tense. For example: Nauval mencium kambing	I
S	(Laugh)	R
T	Ini present ya. Nauval	I
S	Kisses	R
T	Kissess or kissed?	I <sup>b</sup>
S	Kisses	R
T	Kisses like this?	I <sup>b</sup>
S	Yes	R
T	Good. Objeknya kita lupakan sejenak. Nouval kisses. Nauval tidak. Nauval	F I
S	Not kiss	R
S	Does not	R
T	Ya does not. Jadi tidak. Nauval does not kiss or kisses?	F I
S	Kiss	R
T	Without -s ya?	I <sup>b</sup>
S	Yes.	R

T	Ok good job. The next, apakah Nauval mencium?	F I
S	Does nauval kiss?	R
T	Ok. Good. Contoh lain misalnya. Nauval dan Ghifar memberi, Nauval dan Ghifar memberi in English?	F I
S	Nauval and Ghivar give	R
S	Nauval and Ghivar gives	R
T	Give or gives?	I <sup>b</sup>
S	Give	R
T	Pakai –s gak?	I <sup>b</sup>
S	No	R
T	Whitout –s ya. Because jamak, Ghifar and Nauval give. Ghifar dan Nauval tidak memberi.	F I
S	Naufal and Ghifar do not give	R
T	Do not give or does not give?	I <sup>b</sup>
S	Do not	R
T	Ok, karena jamak do not. Good! Sudah ingat ya. Have you remembered it?	F I
S	Yes	R
T	Ghifar sudah ingat ya. The next is past. Kita menuju ke past tense. Ok, ghifar telah memberi.	F I
S	(Think)	R
T	Ghifar	I <sup>b</sup>
S	Gave	R
T	Oke good. Kalau ini verb satu kalau ini verb 2. Diingat-ingat. Ghifar gave. Ghifar telah tidak memberi.	F I
S	Ghifar	R
T	Ghifar	F
S	Did	R
T	Did	F
S	Not give	R
T	Ghifar did not give. Good. Give or gave?	I <sup>b</sup>
S	Give	R
T	The second form or the first form?	I <sup>b</sup>
S	First	R
T	Ok, the first ya. Jadi diubah kebentuk pertama.	F

	Now, the interrogative form. Apakah ghifar telah memberi?	I
S	Did ghifar give	R
T	Did ghifar give. Oke good.	F
	Do you still remember? Have you remembered? Sudah ingat?	I
S	Yes	R
T	Yes, Good.	F
	Mas Gibran has you remembered, still you remember? Sudah ingat?	I
S(G)	Masih ingat pak	R
T	Dia yang diingat-ingat dua kali belok kanan majjuuu	I <sup>b</sup>
S	(laugh)	R
T	Have you rembered? Sudah ingat?	I
S	Yes	R
T	What is your side?	I
S	Bintar	R
T	Bintar.	F
	Oh iya anaknya mangili ponakanya bara kumbara.	I <sup>b</sup>
S	(laugh)	R
T	Ok bintar, upamanya gini Las...	I
S	(laugh)	R
T	Why you don't say anything. Excuse me sir! So, we know you here. Sometime we need to mencuri pandang gini. We don't know what is it. Mouse maybe ya.	I
S	(laugh)	R
S	Mouse, cat	R
T	This is the rule. Knock the door. Sorry sir I want to join this class. We know you my students, do not ...	I
S	(laugh)	R
T	Ok, bintar menolong lasmini. Bintar telah menolong lasmi	I
S	(Think)	R
T	Bintar	I <sup>b</sup>
S	(Silent)	R
T	Kita ganti saja. Bintar telah memberi	I
S	(Think)	R
T	Bintar...	I <sup>b</sup>
S	Gave	R
T	Bintar gave. Ini the second form.	F
	Bintar telah tidak memberi	I
S	(Think)	R
T	Bintar...	I <sup>b</sup>

S	Bintar does not give	R
T	Don't use does. Past tense kata bantunya bukan does lagi. What is it?	F I <sup>b</sup>
S	Did	R
T	Bintar did not give. Using V1. Apakah Bintar telah memberi?	F I
S	Did Bintar give?	R
T	Ok, I think you have understood. Sekarang kita menuju continuous. Misalnya Nauval sedang belajar.	F I
S	Nauval	R
T	Nauval	F
S	Is studying	R
T	Nauval is studying. Untuk mengatakan sedang . Nauval sedang tidak belajar	F I
S	Nauval is not studying	R
T	Study or studying?	I <sup>b</sup>
S	Studying	R
T	Apakah nauval sedang belajar?	I
S	What Nauval	R
S	Is Nauval studying?	R
T	Is Nauval studying? Ok good. Do you understand?	F I
S	Yes	R
T	Ok, Rosida make a sentence in Bahasa Indonesia. One sentence	I
S(R)	Ana sedang bernyanyi.	R
T	Ghifar, ana sedang bernyanyi.	I
S(G)	Ana does ya	R
S	(Silent)	R
S(G)	Ana sing	R
T	Ana is	I <sup>b</sup>
S(G)	Sing	R
T	Singing. Ana is singing. Apakah Ana sedang bernyanyi?	F I
S(G)	(Think)	R
S	Is Ana singing	R
T	Ghifar, apakah Ana sedang bernyanyi?	I <sup>b</sup>
S(G)	Is Ana singing?	R
T	Is Ana..	I <sup>b</sup>
S(G)	Is Ana sing	R



T	Is Ana sing, sang, sung?	I <sup>b</sup>
S(G)	Is Ana singing	R
T	Is Ana singing, ok good. Fireman.	F I
S	(Laugh)	R
T	Firman, where are you fireman?	Ib
S(F)	(Rise his hand)	R
T	Ghifar sedang makan	I
S(F)	Ghifar is eating.	R
T	Apakah Ghifar sdang makan?	I
S(F)	Is Ghifar eating?	R
T	Is Ghifar eating, good. Ghifar dan amalia sedang makan	F I
S(F)	Ghifar and amalia is eating. Ehh kok is ya. Are	R
T	Are eating, good. Ghifar and amalia are eating. Sudah paham berarti. Kita menuju ke future. Farah akan pulang.	F I
S	(Silent)	R
T	Farah will	I <sup>b</sup>
S	Go home	R
T	Farah akan tidur	I
S	Farah will sleep	R
T	Farah will sleep. Farah gak akan tidur	F I
S	Farah will not sleep	R
T	Bintar, apakah Farah akan tidur?	I
S(B)	(Think)	R
T	Will	I <sup>b</sup>
S	Will Farah sleep?	R
T	Will Farah sleep or Will sleep farah?	I <sup>b</sup>
S	Will Farah Sleep	R
T	Will Farah sleep, good. Ok gak ada masalah. You can use going to. Kata gantinya will. Oke the last present or past perfect. Perfect. Nauval sudah memberi. Nauval...	F I
S	Has	R
T	Give gave given. Yang mana?	I
S	Give	R
S	Given	R
T	Given. V3. Nauval has given.	F

	Ok, lets continue. Nauval telah tidak memberi.	I
S	Nauval has not give	R
T	Give or given	I <sup>b</sup>
S	Give	R
T	Given or give?	I <sup>b</sup>
S	Give	R
T	It's still given. Masih sama v3. Ok apakah Nauval sudah memberi?	F I
S	Has Nauval give	R
T	Has Nauval given ya. Nauval dan Farah sudah mengambil.	F I
S	Nauval and Farah have given	R
T	Has or have?	I <sup>b</sup>
S	Have	R
T	Ok, have. Took take taken yang mana?	F I
S	Taken	R
T	Taken V3. Good. I think you have understood. Anda sudah memahami persoalan ini. We will continue to discuss passive voice. Ok, Bintar would you help me?	F I  I
S(B)	Yes	R
T	Ok, come one. Please erase the whiteboard.	I <sup>b</sup>
S(B)	(Erase)	R
T	Ok. In the passive voice the key word is BE+V3. Ok thank you bintar.	I I
S(B)	(Back to the seat)	R
T	Passive voice be diikuti kata kerja bentuk ketiga. Oke lets start be+present. Did you remember be+present. Tobe presents?	I
S	Is, am, are	R
T	Is, am, are. For example kita menuju ke kalimat present	F I
S	Nauval kisses	R
T	Nauval kisses the black stone. Nauval mencium Hajar Aswat. Kita ganti little sister. The theory is subject menjadi object and object menjadi subject. Nauval subject. Kisses?	I
S	Verb	R
T	Litle sister?	I <sup>b</sup>
S	Object	R

T	Object. Ok kita tarik kesana. Sister... Tobenya present untuk sister apa?	F I
S	Is	R
T	Is, am, are which one?	I
S	Is	R
T	Ghifar, tobenya sister apa?	I
S(G)	(Silent)	R
T	Ok, I will repeat once again. This is subject verb and object. Subjectnya ditarik kesana. Ohh sorry it is object. Sister, tobenya present apa?	I
S	Is	R
T	Is... The second theory it uses verb three.	F I
S	Kissed	R
T	By siapa?	I <sup>b</sup>
S	Nauval	R
T	Do you understand?	I
S	Yes	R
T	Yes, ok. Make one sentence. you make only one sentence consist of subject verb and object. One sentence, active first. Yang pertama kalimat aktif.	F I
S	(Think)	R
T	Ok, kak ros. Rosyidah. What is your sentence rosyidah?	I
S(R)	(Silent)	R
T	One sentence. The sentence consist of subject verb and object	I <sup>b</sup>
S(R)	Ana kisses	R
T	Jangan kiss lagi. Ganti	F I <sup>b</sup>
S(R)	Ana read novel	R
T	Ok good. Ana reads novel. Who want to try? Siapa yang ingin mencoba?	F I
S	(Silent)	R
T	Ulya, where is ulya?	I
S	(Silent)	R
T	Ulya Savitri, where are you?	I <sup>b</sup>
S	Dispend	R
T	Dispend. Anwar Rasyid.	F I

S	(Silent)	R
T	Ana read the novel. Write over there.	I
S(R)	Kalimat aktif?	R
T	Yes. Ana read the novel	F
S(R)	(Write)	R
T	True or false?	I
S(R)	Tambah -s?	R
T	Ana read the novel. True or false?	I <sup>b</sup>
S	False	R
T	Iya, false. The correct sentence is...	F I
S	Ana reads the novel	R
T	Iya, ana reads the novel. Ana as subject, and then read as verb and the novel is object. Ok chance into passive right now.	F I
S(R)	(Write)	R
T	Ok, true or false?	I
S	False.	R
T	Ok look at the whiteboard. Why you say false?	I
S	The readed	R
T	Ok the readed is false. The true is?	F I
S	Read	R
T	Oke read without -ed. Good. Do you understand?	F I
S(R)	Yes.	R
T	Ferdi, do you understand?	I
S(F)	Yes	R
T	Make one sentence.	I
S(F)	Ghifar invites namira	R
T	Ghifar changes this sentence into passive	I
S(G)	(Think)	R
T	Which one the subject first. Ghifar	I <sup>b</sup>
S(G)	Subject	R
T	Ok good. And then invite	F I <sup>b</sup>
S	Verb	R
T	Namira?	I <sup>b</sup>
S	Object	R

T	Right now object move over here. Objectnya ditaruh didepan sini. Namira tadi object sekarang subject.	I
S(G)	(Write)	R
T	Oke good. After that, tobe. The correct tobe is the appropriate with namira what is it?	F I
S	Is	R
T	Is ok.	F
S(G)	(Write)	R
T	The third form of invite.	I
S	Invited	R
S(G)	(Silent)	R
T	Namira, tobe, and then the third form of invite	I
S(G)	Inivited	R
T	Invited is it right?	I <sup>b</sup>
S(G)	Yes	R
T	Namira is invited by?	I <sup>b</sup>
S(G)	Ghifar	R
T	Ok. I will ask you to make one sentence and the all of you will change into passive. For example. Namira said I love my father. And then all of you say My father is loved by me. Do you understand?	I
S	Yes	R
T	I will call you. Namira “yes” and then namira said I Love my mother. And all of you will say My mother is loved by me. Ngerti ya. They subject objectnya jadi	I
S	Them	R
T	We?	I
S	(Silent)	R
T	We, we, we	I <sup>b</sup>
S	Us	R
T	I	I
S	Me	R
T	You	I
S	You	R
T	You. And then he	F I
S	His	R
S	Him	R
T	Him.	F

	She?	I
S	His	R
T	She?	I <sup>b</sup>
S	Her	R
T	And then it, it ya. Ok right now I will call Amalia. What is your sentence? slowly but clear	F I
S(A)	My mother opens the door	R
T	My mother opens the door ok.	F
S	The door is opened by my mother	R
T	Repeat once again	I
S(A)	My mother opens the door	R
T	My mother opens the door	F
S	The door is opened by my mother	R
T	By my mother. Ok good. The boy. Bagas.	F I
S(B)	(Silent)	R
T	Bagas you look like diligent student, what is your sentence?	I
S(B)	Firman eats banana	R
T	Firman eats banana. Ok three two one go	F I
S	Banana is eaten by Firman	R
T	Ok good. Astina Syafa Maulida	F I
S(A)	Nicha climbs tree	R
T	Nicha climbs mountain?	I <sup>b</sup>
S	Tree sir	R
T	Ohh tree. Nicha climbs the tree. Ok three two one go...	F I
S	The tree is climbed by niche.	R
T	Ok. The next dera. Make a different sentence. Try to use two subjects. What is your sentence?	F I
S(D)	Namira and Ghiffar cut the grass	R
T	Ok namira and ghifar cut the grasses three two one go	I
S	The grasses is cut	R
S	Are cut	R
T	Are cut	F
S	Are cut by Namira and Ghifar.	R

T	By them. Ok repeat. Three two one go	F I
S	The grasses are cut by them	R
T	Ok good. The grasses are cut by them. I think you understand. Persoalan adverb ditaruh ditempatnya. Anda gak usah bingung. Saya akan kasih kalian kalimat panjang sekali dan kalian jangan bingung. Ok ghifar, can you help me?	F I  I
S(G)	(Silent)	R
T	Would you help me?	I <sup>b</sup>
S(G)	Yes	R
T	Ok, please come on. Erase the whiteboard please.	I <sup>b</sup>
S(G)	(Erase the whiteboard)	R
T	Ghifar, you look so handsome.	I
S	(Laugh)	R
T	Thank you ghifar. Now let's discuss about past. Tobe past what is it?	F I
S	(Silent)	R
T	Was	I <sup>b</sup>
S	Were	R
T	Namira give. Give or gave?	I
S	(Silent)	R
T	Gave. Namira gave banana. What is the object?	F I
S	Banana	R
T	What is the tobe?	I
S	Was.	R
T	How many banana?	I
S	Only one	R
T	Only one so the tobe is was. What is the third form?	F I
S	(Silent)	R
T	Give gave	I <sup>b</sup>
S	Given	R
T	Given by	I <sup>b</sup>
S	Namira	R
T	Was given by Namira. Good. Nauval, what is your sentence?	F I
S(N)	(Think)	R

T	What is your sentence?	I <sup>b</sup>
S(N)	Bintar climbed the tree.	R
T	Bintar climbed the tree one two three go	I
S	The tree was climbed by Bintar	R
T	Why do you don't say the monkey?	I
S	(Laugh)	R
T	Ok. And then Fitria Kamal. Can you make one sentence?	I
S(F)	Rina took a book in the class	R
T	Rina took a book in the class one two three go	I
S	A book was take took taken	R
S	Was taken by Rina in the class	R
T	Ok, the book was taken by rina in the class. ok good job. Rizania Qurota Ain. What is your sentence?	F I
S(R)	Ana watched movie	R
T	Ana watch-ed movie one two three go	I
S	The Movie was watched by ana.	R
T	Ok sekarang yang jamak. Roya, where are you?	I
S	Roya where are you?	R
S(R)	(Rise his hand)	R
T	What is your sentence Roya?	I
S(R)	Yanuar and Firman cut the papar	R
T	Yanuar and Firman cut the paper, one two three go	I
S	The paper was	R
S	The paper were	R
T	How many paper here?	I
S	Paper	R
T	Papers ya not pampers. Papernya banyak	F
S	The papers were cut by them	R
T	Ok, the papers were cut by them. Good. I think this class is clever than the other classes because the other class I teach, what is it. The first form, the second form until the third, but this class has what is it you have understand the passive voice. I think you are clever than the other.	F I
S	Aamiin	R
T	The next, the third. What is the third after past tense?	I
S	(Silent)	R
T	What is the next tense?	I <sup>b</sup>
S	Present continuous	R
T	Continuous oke.	F



	Present atau past continuous sama saja. Continuous pokoknya. The theory is being. For example, Nabila is drinking water. The object is	I
S	Water	R
T	So the water. What is the next theory? Be being. Be be be	I
S	Is	R
T	Is being verb 3	F
S	Drank	R
T	Drink drank drunk	I
S	Drunk by Namira	R
T	Ok. The water is being drunk by Nabila. Riza what is your sentence?	F I
S(R)	(Think)	R
S(R)	Ghifar and Nauval are playing football	R
T	Ok. Ghifar and Nauval are playing football one two three go	I
S	The football are	R
S	The football is	R
T	Football tobenya apa?	I <sup>b</sup>
S	Is	R
T	The football is	F
S	Is being played by them	R
T	Ok, the next kak ros. Rosyidah. What is your sentence?	I
S(R)	Najwa and Amalia	R
T	What is the tobe?	I
S(R)	Amalia and Najwa are cooking	R
T	Amalia and Najwa are cooking sate biawak	F
S	(Laugh)	R
T	One two three go...	I
S	Sate biawak is being cooked by them	R
T	Sekarang saya aktifnya anda pasifnya ya. Sabrina, where are you Sabrina?	I
S(S)	(Rise her hand)	R
T	I am kissing my sister	I
S(S)	My sister is being kissed by me	R
T	OK. My sister is being kissed by me. Good Ghifar. Listen my sentence. Pasifkan ya. I and Nauval are eating Sate	F I
S(G)	I and Nauval are	R
T	It's my sentence So what the passive sentence is? I and Nauval are eating The Sate Suruh	F I <sup>b</sup>

S(G)	Th sate suruh is being	R
T	Ok. Lets together. Attention please. I and Nauval are eating Sate	I
S	The sate suruh is being eaten by me	R
S	By us	R
T	Ok. The sate suruh is being eaten by Nauval and me. Sefira do you understand?	F I
S(S)	(Smile)	R
T	Dicoba ya. Belfa what is your sentence?	I
S(B)	(Think)	R
T	(Silent)	I
S(B)	Anwar and Daffa are smoking in the WC	R
S	(Laugh)	R
T	Kalau missal di WC bisa dipassifkan tidak nanti? Anwar and Daffa are smoking cigarette in the toilet one two three go	F I
S	The cigarette is being smoked by them	R
T	Ok. The cigarette is being smok-ed by them. The last theory. Perfect. Entah present or past perfect. Has have had been V3. The example	F I
S	Finish sir	I
T	Your homework, you make a present perfect sentence. The theory is has have had been. So the example is Nauval has given the money. Pasifnya?	I
S	The money has been given by Nauval	R
T	Ok. Any question?	I
S	No	R
T	Ok. Wait my homework via whatsapp. I give you question because I think you will talk crowded via whatsapp ya.	I
S	Yes	R
T	Ok, see you. Wasalamu'alaikum warahmatullahi wabarakatuh	I
S	Wa'alaikumsalam warahmatullahi wabarakatuh	R

Topic : Analytical Exposition

Class: IX IB

T/S	TRANSCRIPT	P
T	Ok, Assalamu'alaikum warahmatullahi wabarakatuh	I
S	Wa'alaikumsalam warahmatullahi wabarakatuh	R
T	First time, biar tidak bingung. Do you remember your first assignment?	I

S	Tugas?	R
S	Opin tidak berangkat bu.	I
T	Ya yang berangkat.	R
S	(Opin is coming to the teacher)	I
T	Ask your friends what should you do, What is your assignment and what is your homework?	R
S	Iya	F
T	Please give Opin the video. I will check your assignment and your homework. Do you remember what is our topic before mid-test?	I I
S	Analytical exposition.	R
T	What are the generic structures?	I <sup>b</sup>
S	Thesis, argument, reiteration.	R
S	Mrs question. Tensesnya pakai apa?	I
T	Open your book. Read once again. Bagaimana cara menggunakan present, past, dan future. Bagaimana menggunakan future yang dipast-kan. Ini apa?	R I
S	Verb	R
T	Verb berapa yang digunakan? Normalnya kalimat itu ada subject, verb and object. Harus berfikir ok.	I <sup>b</sup>
S	Yes	R
T	Any other question?	I
S	Mrs, question. The differences between essential and important?	R
T	What is the different between essential thing and important thing?	I <sup>b</sup>
S	Sama-sama penting	R
T	Essential biasanya untuk benda. Makanya dia untuk merk keramik, but important tidak bisa digunakan untuk ke benda. For example it is important for me. You can't say it is essential for me. Itu apa?	F I
S	Your question on the text.	R
T	Yes, it's only the variant of my question, but the answer is same. Topics, the main idea, the essential thing, the important thing, a point of text are similar. You can get the answer if you read the text. Any other?	F I
S	No	R
T	Attention please. Coba lihat soal saya yang kemarin. I make it more difficult. Memang bikin mikir sediluk ya. Coba dikerjakan, itu pasti	I

	bisa dikerjakan. Kalaupun kalian menemukan must or can, it's part of modals. Itu bisa masuk ke future. Will shall itu juga the part of modals. Apakah itu diganti atau tidak coba dipikirkan. Must or can bisa gak diubah menjadi presents, bisa gak dibikin jadi continuous. Open your book and follow the pattern. Siapa yang mau maju analytical first?	
S	(Silent)	R
T	Come on!	I <sup>b</sup>
S	(Silent)	R
T	Please, come here!	I <sup>b</sup>
S	(Silent)	R
T	Ok, I will call you.	I <sup>b</sup>
S	Ya	R
T	Ok. If you already you say off ya. Enggar	F I
S	(Look at the teacher)	R
T	Come on nggar! Ade. Bring your text!	I <sup>b</sup> I
S (E)	Bu, I forget	R
T	Piye to. Dah gini aja. Collect your task, now	F I <sup>b</sup>
S	(Collect)	R
T	Sit down here!	I
S (A)	Sini aja ya bu	R
T	No. come on. What is your text discussed?	F I
S(A)	The important of library	R
T	Tesisnya apa?	I <sup>b</sup>
S(A)	Ini	R
T	Ini itu apa?	I <sup>b</sup>
S(A)	The important of library for myself.	R
T	Untuk diri mu sendiri? Which the sentence shows that?	I <sup>b</sup>
S(A)	(Think)	R
T	Tesis itu biasanya muncul diawal kalimat. Berarti disini. I personally belief that library are more important for humanities and entities. Berarti librarynya itu penting untuk sebuah lembaga bukan untuk mu	F

	sendiri. Then, how about the argument? does it support the thesis or not?	I
S(A)	Yes	R
T	Show it!	I <sup>b</sup>
S(A)	(Think)	R
T	If you have read you can answer my question.	F
S(A)	Ini	R
T	Apakah ini mesti mendukung? Show the sentences that support the thesis. Mention it!	I <sup>b</sup>
S(A)	Most of them collected ...	R
T	Have you read the text?	I <sup>b</sup>
S(A)	Not yet. Belum dikirim bu	R
T	Piye to. Kamu bisa mengoreksi tapi kamu belum baca? Jangan asal ngoreksi. Kasihan teman mu. You can't answer my question. Is it complete sentence?	F I
S(A)	(Silent)	R
T	Textnya sempurna tidak	I <sup>b</sup>
S	Iya.	R
T	Why? What is your reason?	I <sup>b</sup>
S(A)	(Silent)	R
T	Apa?	I <sup>b</sup>
S(A)	It is argument.	R
T	Is it argument?	I <sup>b</sup>
S(A)	Conclusion.	R
T	What is the conclusion?	I <sup>b</sup>
S(A)	(Read)	R
T	Kamu tidak bertanggungjawab. Tak takoni ra iso jawab. You must read again and sorry ya your score is D. Guys, have you read your text?	F I
S	Yes	R
T	Nanti disini akan kelihatan. Hana	F I
S(H)	Yes	R
T	You look so religious. Where you come from? SMPnya	F I
S(H)	SMP N 2 Tuntang	R
T	Kamu koreksi punya siapa?	I
S(H)	Anjani	R
T	What is Anjani talking about?	I <sup>b</sup>

S(H)	Kecelakaan mobil	R
T	What is the text discussed?	I <sup>b</sup>
S(H)	The causes of accident	R
T	What is it?	I <sup>b</sup>
S(H)	Penyebabnya cuaca buruk misalnya. Terus pengendaranya	R
T	Which the sentence shows that?	I <sup>b</sup>
S(H)	(Silent)	R
T	Apa? What is your thesis?	I <sup>b</sup>
S(H)	(Silent)	R
T	Apa?	I <sup>b</sup>
S(H)	The accident can occur because bad weather.	R
T	Ok, itu thesisnya. The accident causes bad weather. Then, show me the argument!	F I
S(H)	Ini.	R
T	Does it support your thesis?	I <sup>b</sup>
S(H)	Support.	R
T	Teks mu ini sempurna atau tidak?	I
S(H)	Yes	R
T	Are you sure? Is there any conclusion?	I <sup>b</sup>
S(H)	(Think)	R
T	Anjani, where is Anjani?	I
S(A)	(Rise her hand)	R
T	Come here! Kok wedi. Anjani, your text is complete or not?	I <sup>b</sup>
S(A)	Yes	R
T	Ngopo kq bilang yes?	I <sup>b</sup>
S(A)	(Silent)	R
T	Thesisnya apa?	I <sup>b</sup>
S(A)	Ini	R
T	Ini itu apa?	I <sup>b</sup>
S(A)	Car is the cause of accident	R
T	Beda kan? Kamu bikin sendiri gak mudeng. Emang itu thesis mu? Terus reiterasimu mana?	F I <sup>b</sup>
S(A)	Ini	R
T	Apa itu reiterasi?	I <sup>b</sup>
S(A)	Artinya?	R
T	Iya	F
S(A)	Conclusion. Conclusionnya factor-faktor yang menyebabkan kecelakaan.	R
T	Text mu ini tidak sempurna. Your thesis tells about the causes of the	F

	accident is bad weather but your conclusion tells about driving. Ini belum selesai. Wes kono mundur. Kamu sudah tau text tidak sempurna ngopo kok mbok betulke? What is the main idea?	I
S(H)	Ide pokok	R
T	Yes, what is it?	I <sup>b</sup>
S(H)	The causes of accident.	R
T	Yo wes kono. Anis, come here!	F I
S(A)	Ya mrs.	R
T	What is your text about nis?	I <sup>b</sup>
S(A)	The important of package.	R
T	What's the meaning of package?	I <sup>b</sup>
S(A)	I'm confused mrs! Anak-anak TK itu kalau dikelas terus kan bosen , terus playground itu dibuat untuk mereka, agar mereka itu berinteraksi dengan alam, sama orang lain, terus mengembangkan kreatifitas dan juga menambah wawasan tentang alam sekitar.	R
T	Yang kamu omongkan itu ada dimana?	I <sup>b</sup>
S(A)	It is about communication, it is about creatifity.	R
T	Seng kamu omongkan, the answer of my question ada disini atau tidak?	I <sup>b</sup>
S(A)	Ada	R
T	Mana?	I <sup>b</sup>
S(A)	It is argument.	R
T	Show me the thesis!	I <sup>b</sup>
S(A)	Ini tentang playground bermain di luar	R
T	Mana kalimat yang seperti itu?	I <sup>b</sup>
S(A)	(Think)	R
T	Mana?	I <sup>b</sup>
S(A)	Ohh ini tentang.	R
T	Your friend made a text for you lho. Have you studied at home?	F I
S(A)	Iya, tapi masih agak bingung. Banyak kata-kata yang gak tau artinya.	R
T	Ya cari dikamus. Kamu gak siap dengan text mu. Soalnya kamu tidak menguasai. Teks mu ini sempurna atau tidak?	F I
S(A)	Saya baca gak ada reiterationnya.	R
T	Berarti kurang sempurna text mu.	F

	Ini semua argument?	I
S(A)	Yang ini argument	R
T	Argumennya isinya apa nis?	I <sup>b</sup>
S(A)	The argument support the children package	R
T	Kamu gak belajar tentang ini?	I <sup>b</sup>
S(A)	Cuma baca saja. Soalnya saya di pondok banyak ngaji hafalan.	R
T	It is not reason. It must balance between your school and your boarding. Koe nggawe ndak ra sinau yo podo wae nis. Elek biji mu. Nak biji mu wes ngene ki to nis berarti bijimu dibawah kkm. You can't defense your arguments. Wes kono belajar. Ristanada.	F  I
S(R)	Yes	R
T	If you have finished your structure, you can collect. Kumpulkan dimeja sini.	I
S	(Silent)	R
T	Have you corrected?	I
S(R)	Yes	R
T	Is it complete text?	I <sup>b</sup>
S(R)	Complete	R
T	Which one the thesis?	I
S(R)	(Silent)	R
T	Thesis itu di paragraf berapa?	I <sup>b</sup>
S(R)	Satu	R
T	Berarti itu masalah yang mau dibahas. Sekarang masalahnya apa?	F I <sup>b</sup>
S(R)	(Read)	R
T	Mana? Kok suemen. Mbok sinauni pora?	F I <sup>b</sup>
S(R)	Sebentar bu	R
T	Lama sekali you cari thesisnya Mbok sinauni pora?	F I <sup>b</sup>
S(R)	Sudah bu.	R
T	Apa?	I <sup>b</sup>
S(R)	Ini	R
T	Ini itu apa?	I <sup>b</sup>
S(R)	The effect of social media for teenagers.	R
T	Terus argument mu?	I <sup>b</sup>
S(R)	Mendukung	R
T	Mana?	I <sup>b</sup>



S(R)	Paragraph two and three	R
T	Dah sana duduk. Next amalia.	F I
S(A)	Iya	R
T	Kamu ngoreksi punya siapa?	I <sup>b</sup>
S(A)	Viona	R
T	Teks mu sempurna tidak?	I <sup>b</sup>
S(A)	Tidak	R
T	What is it?	I
S(A)	Thesis.	R
T	What is the thesis about?	I <sup>b</sup>
S(A)	The benefit of the vegetables	R
T	The benefit of the vegetables is a title. So which one the thesis?	F I <sup>b</sup>
S(A)	Manfaat sayuran bagi tubuh	R
T	Have you read your text?	I <sup>b</sup>
S(A)	Sudah.	R
T	Nilai mu kemarin pas ulangan bagus. Ini kenapa kamu salahin?	F I
S(A)	Social functionnya tidak sesuai.	R
T	Seharusnya isinya seperti apa?	I <sup>b</sup>
S(A)	The benefit of the vegetables.	R
T	Oke, amalia thank you. Elpin.	F I
S(E)	Ya bu	R
T	Kamu mengerjakan punya siapa?	I <sup>b</sup>
S(E)	Alfa	R
T	What is alfa talking about?	I <sup>b</sup>
S(E)	He tells about the full day school for students	R
T	Argumentnya mendukung tidak?	I
S(E)	Iya. Masalahnya siswa merasa berat karena setiap hari full sekolah.	R
T	Yang barusan kamu omongin ada diparagraf berapa?	I <sup>b</sup>
S(E)	One.	R
T	Itu thesisnya?	I <sup>b</sup>
S(E)	Iya	R
T	What is the social function of the text?	I
S(E)	To analyze the text	R
T	Textnya apa? To analyze apa?	I <sup>b</sup>
S(E)	To analyse	R

T	To analyze or persuade the reader	I <sup>b</sup>
S(E)	To analyze or persuade the reader about the text	R
T	Iya, teksnya semestinya disebutkan karena kamu sudah specific masuk ke reading	F
S(E)	Teksnya tentang full day school itu	R
T	Kamu tak suruh nulis disini. What is the social function dan textnya harus jelas apa itu textnya.	I
S(E)	(Write)	R
T	Apa	I <sup>b</sup>
S(E)	The program of the school to the students	R
T	Ok. Kamu membenarkan ini kenapa?	F I
S(E)	Karena ini ada di teks	R
T	Ini teksnya banyak menggunakan tenses apa?	I <sup>b</sup>
S(E)	Simple present continuous tense	R
T	Tunjukan.	I <sup>b</sup>
S(E)	Simple perfect tense	R
T	Which one?	I <sup>b</sup>
S(E)	(Read)	R
T	Perfect itu yang seperti apa?	I <sup>b</sup>
S(E)	Has have	R
T	Pakai been gak?	I <sup>b</sup>
S(E)	Enggak.	R
T	Ok. Sudah thank you ya. Andi	F I
S(A)	Iya	R
T	Semangat ndi. What is your short story tell about?	F I <sup>b</sup>
S(A)	The relationship of Indonesia and Australi. Hubungan antara Indonesia dengan Australi.	R
T	Hubungan Indonesia dengan Australi. Ini membicarakan apa?	F I
S(A)	Tentang militernya. Pokoknya sama-sama mengusir Belanda	R
T	Text mana yang membicarakan itu?	I <sup>b</sup>
S(A)	(Read)	R
T	Ini apa?	I <sup>b</sup>
S(A)	Thesis	R
T	Ini text apa?	I
S(A)	Analytical Exposition	R

T	Thesisnya mana?	I <sup>b</sup>
S(A)	Paragraph one	R
T	Tunjukan. Thesis mesti satu-dua kali amt. Tidak mungkin semua thesis.	I <sup>b</sup>
S(A)	(Read)	R
T	Mana?	I <sup>b</sup>
S(A)	Menurut saya, sebentar bu. In 1985 Indonesia has good relation and positif friendly with Australia.	R
T	Ok, the relationship and friendly of Indonesia. Text mu ini sempurna atau tidak?	F I
S(A)	Maksudnya?	R
T	Analytical itu ada apa saja?	I <sup>b</sup>
S(A)	Thesis, argument, reiteration	R
T	Teks mu itu sempurna tidak? Ketiga point itu ada tidak dalam teks mu?	I <sup>b</sup>
S(A)	Gimana ya. Agak gimana gitu bu	R
T	Tapi ada?	I <sup>b</sup>
S(A)	Ada. Reiterationnya ada	R
T	Membicarakan tentang apa reiterationnya?	I <sup>b</sup>
S(A)	Indonesia membentuk hubungan yang baik.	R
T	Argumennya mendukung tentang thesisnya atau tidak?	I
S(A)	Mendukung	R
T	Kalimat mana yang menunjukkan kalau mendukung?	I <sup>b</sup>
S(A)	Kalimat satu	R
T	Berarti text mu ini sempurna atau tidak?	I <sup>b</sup>
S(A)	Sempurna	R
T	Argumennya ada dimana?	I <sup>b</sup>
S(A)	Paragraf satu	R
T	Satu dan berapa?	I <sup>b</sup>
S(A)	Paragraf satu dan dua	R
T	Nah sebutkan gitu. Apa?	F I <sup>b</sup>
S(A)	Most of the support of Australian gave to Indonesian based on the friendship that developed between the Australia and Indonesia people.	R
T	Ok, sudah. Ok, bahasa. Yang belum interview with me ini saya kembalikan silahkan diambil. Come on! Ok, the next don't forget to bring your paper and we will continue our interview.	F I

S	Iya bu	R
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Topic : Analytical Exposition

Class : IX IPS IV

T/S	TRANSCRIPT	P
S	Pagi bu	I
S	Morning bu	I
T	Iya. Ok, good morning. Assalamu'alaikum warahmatullahi wabarakatuh	R I
S	Wa'alaikumsalam warahmatullahi wabarakatuh	R
T	Please moving now!	I
S	Yes	R
S	Good morning mrs	I
T	Good morning	R
S	My darling	I
S	(Laugh)	R
S	Bu, saya sudah foto copy tapi bukunya malah ketemu.	I
T	Kok bias	R
S	Gak tau bu, tiba-tiba sudah ada di atas meja	F
T	Ok, if you get something problem or difficult question, you can ask me. Ok, now kemarin saya sudah memberikan kamu video about the prophet Muhammad dan kemarin saya bilang kamu nulis dulu and then kamu masukkan ke laptop and your friend ready to copy your task, Nasifah secara teknis mau menampung teks kalian and then now I want to ask you, have you finished?	I
S	Not yet	R
S	Not yet but I continue	R
S	(Laugh)	R
T	Ok, thank you jak. You always respond me walaupun he delays but it's not a problem. Kadang benar kadang salah	F
S(J)	Yes	R
S	(Laugh)	R
T	Ok, that's good. And then now, in Saturday, I hope you can finish everything that I give for you. Hari sabtu sampai besok apayang bisa anda kerjakan, kerjakan dengan baik. saya kembali ke tugas mu itu yang melihat video. Apa yang menjadi kendala buat kalian?	F I

S	Belum tau artinya	R
S	Kosakatanya sulit	R
T	Padahal I hope you saya berharap banget you want to know this video. Kelas XI IPS 4 saya sudah kasih kamu beberapa strategi, you listen the video and your eyes watch the video jarinya ini nulis kalimat-kalimat apa saja yang susah. Kemarin sudah saya bantu datani. Have you watched the video?	F  I <sup>b</sup>
S	Yes	R
T	Sudah dikasih artinya?	I <sup>b</sup>
S	Sudah	R
S	Tapi belum selesai	R
T	Ok, once again I will replay my video	F
S	Yes	R
S	Bu guru, itu yang video pertama kan sampai jibril	I
T	Ya, memang tidak selesai sampai jibril. Memang untuk program social tidak saya suruh sampai selesai beda dengan kelas bahasa sampai selesai? Why? Karena mereka program bahasa, tapi kalau kelas social sampai Allah bright up those, you bring the right post.	R
S	Tapi yang satunya?	I <sup>b</sup>
T	Tapi yang kedua itu memang full video. I think it's very easy for you, and then you familiar, you hearer the story of prophet Muhammad. Saya pikir untuk the second video anda sudah sangat familiar sekali dengan the story of prophet Muhammad.	R
S	Berarti nanti kita ceritakan ulang?	I <sup>b</sup>
T	Ok, saya ulang. The first video. Vidio yang pertama, it is about Jibril always feel closed to god. Dia selalu membangun hubungan baik dengan Allah. Apa yang dikatakan Allah tentang jibril? Apa yang dikatakan jibril tentang Allah, itu yang kamu cari. So, the jibril always says he, he, he comes here. He yang dimaksud adalah	F  I
S	Allah	R
T	And then the malaikah it means malaikat. And then the publish it means publish. Your task is very simple. Cari hubungannya the correlation between jibril and Allah. Tapi dicari bukti-buktinya. Kalimat mana yang menunjukkan itu. Gitu ya	I <sup>b</sup>
S	Ya	R
T	Bentar, for the first task. Have you understood?	I
S	Yes	R
T	Kamu mudengnya jangan setengah hati lho ya. Mumpung malem	I <sup>b</sup>

	minggu	
S	(Laugh)	R
T	Ok, please ask me if you don't understand. Ok listening saya watching the video. And then the second you make short story about the prophet Muhammad tapi seperti yang diceritakan oleh pembicara itu. Dia menceritakan bagus ya	F I
S	Iya	R
T	Awalnya dia menyebutkan dia supaya pendengar itu menebak.setelah muncul nama Abu tholib maka memori ini akan melayang the prophet of Muhammad. Berarti ini bercerita tentang Nabi Muhammad. Gitu ya.berarti nanti kamu bikinnya dua. The first is Jibril and the second is	I <sup>b</sup>
S	Muhammad	R
T	Ditulis dulu dikertas setelah itu ya usahalah gimana caranya bisa nulis dileptop. Any question?	F I
S	(Silent)	R
T	Ok, once again I will replay the video. Ambilkan speaker	I
S	(Take speaker)	R
T	Siapa yang ambil speaker?	I
S	Amir bu	R
T	Yang tangannya retak itu?	I <sup>b</sup>
S	(Laugh)	R
T	Thank you ya	F
S	(Laugh)	R
T	Nanti di video saya tunjukan kata-kata, kamu nulis ya.	I
S	Iya	R
S	Kemarin juga seperti itu, saya nulis bu.	I
S	Saya perlu les bahasa Inggris	I
S	Bu hanifah favorit saya	I
T	Iya my darling. Saya mulai yang jibril	R I
S	(Watch)	R
T	The titlenya jelas apa?	I
S	When Allah calls the jibril	R
T	Ok, are you ready? Saya mulai, you have to focus.	I
S	(Watch)	R
T	Saya stopkan sampai disini? I will repeat once again	I
S	(Watch)	R
T	Sudah semuanya?	I

S	Ya	R
T	Kalian nulisnya what the title first, and then the first paragraph. Saya nulisnya pakai apa? Structureya pakai apa? Kemarin yang sudah saya ajarkan present tense dan continuous. Ini kan sekarang. Analytical itu kan tujuannya menceritakan yang sekarang, so when you make sentences, you pakainya structure presents CS ini sampai future tense boleh pakai ini. Mudeng ya	I
S	Iya	R
T	First. Any question?	I
S	No	R
T	And then the second jelas the history of prophet Muhammad. Let's watch the video.	I
S	(Watch)	R
T	Ok, and then for this video. Ada satu poin yang harus diceritakan yaitu ketika beliau berusia 0-6, 25, 35 and 60 . Ini historinya jelas ada patokan umurnya beliau. You know the history of prophet Muhammad?	I
S	Yes	R
T	It starts The zero, the six years, twenty five, the thirty five ad the last sixty four. And then the last seperti yang diceritakan Abu Hurairah apa tentang prophet Muhammad. Ok any question?	I
S	(Silent)	R
T	Cara mengerjakan nulis simple sentence dulu and then beside you, your friends now is your dictionary. You can open your dictionary or online dictionary.	I
S	Yes, ok.	R
S	(Write)	R
S	Mrs, May I go to library? Mau pinjam kamus	I
T	Ya, silahkan.	R
T	You can discuss with your friends, but don't discuss about your planning at satnight.	I
S	(Silent)	R
T	Ok,we will continue next week. Jangan lupa diselesaikan ya. Selamat bermalam minggu.	I
S	Mrs, malem minggu sama siapa?	I
T	(Smile) See you ya, wassalamu'alaikum warahmatullahi wabarakatuh	R I
S	Wa'alaikumsalam warahmatullahi wabarakatuh	R

**APPENDIX 2 STUDENTS' SCORE**

No	Language Class		Non-Language Class			
	Class A	Score	Class B	Score	Class C	Score
1.	ALA	62	ATS	56	ADM	46
2.	AIS	62	AMH	44	ANH	50
3.	ANI	54	ACS	50	ANM	58
4.	AR	50	ADD	38	AN	56
5.	ASM	54	AW	52	AKA	62
6.	AIP	44	BS	58	AMK	54
7.	DIP	50	CTK	50	ACBS	74
8.	DE	46	DG	50	AOL	50
9.	DAS	52	DWN	44	DK	60
10.	FAF	54	DCI	46	DAW	56
11.	FK	48	EDR	52	EMS	64
12.	GDP	60	IY	46	ERP	58
13.	IJK	62	IR	50	FY	70
14.	LQA	58	IK	50	HNQ	50
15.	MBF	64	LC	52	IRN	54
16.	MHR	60	MJL	68	ISY	52
17.	MRM	60	MA	50	IAR	50
18.	NMS	64	MI	40	MRAS	50
19.	NBA	62	MK	44	MBS	62
20.	ND	62	MR	44	MLH	56
21.	NAN	62	MS	50	MRA	60
22.	RAP	58	MAS	50	MSP	52
23.	RB	56	NHM	44	NSS	48
34.	SPA	64	NI	46	NS	56
25.	SAB	52	RW	44	RA	62



26.	SAF	66	RIP	38	RNP	68
27.	US	58	RS	52	RC	32
28.	WKN	52	RRS	44	RIM	72
29.	WA	54	SSM	50	SOF	64
30.	WCN	34	SA	52	S	48
31.	YAA	52	SZ	48	SWL	68
32.			SS	42	SAH	62
33.			UO	40	T	52
34.			VF	48	UA	56
35.					VRS	54
36.					WSP	42
$\Sigma$	<b>1736</b>		<b>1632</b>		<b>2028</b>	
<b>Mean</b>	<b>56</b>		<b>48</b>		<b>56.33</b>	